

April 5, 2012

**SUBJECT**

Falcon Ridge Public Charter School Annual Update

**APPLICABLE STATUTE, RULE, OR POLICY**

I.C. 33-5209

**BACKGROUND**

Falcon Ridge Public Charter School (FRPCS) is a public charter school authorized by the Public Charter School Commission (PCSC). Located in Kuna, FRPCS has been operating as a Harbor school since 2005 and serves grades K-8.

In January 2011, FRPCS was issued a notice of defect on the grounds of failure to meet the measurable student education standards (MSES) in the approved charter.

**DISCUSSION**

FRPCS will provide an update on the status of the school. PCSC staff has visited the school and reviewed the materials provided, and makes the following observations:

1. Enrollment: FRPCS currently enrolls 268 students and has a waiting list of 89. It appears that class size caps contained in the charter have been exceeded in several grades. The cap for grades 1-3 is 28, and 29 students are enrolled. The cap for grades 5-6 is 32, and 33 students are enrolled. Additionally, it appears that the charter requires amendment to correct errors including the absence of a 4<sup>th</sup> grade cap and mismatched class and total enrollment caps.
2. Academics: FRPCS met AYP in spring 2011. ISAT scores reveal that FRPCS students are performing above the district and state levels in all grade levels for math and language. Reading and science scores are below district and state levels in some grades.

ISAT scores further reveal upward trends with the exceptions of grades 4 and 8 reading, grades 3 and 8 math, and grades 3 and 4 language. The school reports that teachers are being made more aware of ISAT results and are working to improve classroom instruction.

FRPCS was issued a notice of defect in January 2011 for not meeting the MSES in the approved charter. The MSES were amended in June 2011, but the new standards have not been met.

MSES 1 requires 91% of students to score proficient or advanced on the ISAT in reading. 81.8% of 4<sup>th</sup> graders and 82.7% of 8<sup>th</sup> graders achieved at the specified level.

**April 5, 2012**

Additionally, MSES 1 requires 91% of younger students to reach the IRI benchmark. 78.6% of 1<sup>st</sup> graders, 79.3% of 2<sup>nd</sup> graders, and 86.2% of 3<sup>rd</sup> graders achieved at the specified level.

MSES 2 requires 89% of students to score proficient or advances on the ISAT in math. 87.2% of 8<sup>th</sup> graders achieved at the specified level.

MSES 3 requires 84% of students to score proficient or advanced on the ISAT in language. 82.2% of 3<sup>rd</sup> graders and 78.3% of 8<sup>th</sup> graders achieved at the specified level.

Documentation provided by the school is unclear regarding whether these results represent only students who have been enrolled at FRPCS for two or more consecutive years, as specified in the MSES.

3. Budget: The current budget is based on enrollment of 260 with 96.7% ADA and anticipates a year end operating income of about \$129,000 and a reserve of 187,000 for FY12. A positive fund balance of \$212,000 is anticipated for FY13. The school has established a building fund of \$250,000 and an operating reserve of \$100,000.
4. Stakeholder Satisfaction: Stakeholder survey results indicate that 59% of parents are dissatisfied with the physical facility (modulars) and 47% are dissatisfied with extracurricular activities. Additionally, 21% of parents are dissatisfied with school resources and 19% disagree that support services are available.
5. Facility Plans: FRPCS is working on plans to build a gym/auditorium on land the school already owns and occupies with modular classrooms. Additional space will be added to the new structure as funds become available.
6. Several charter violations appear to exist. They are as follows:
  - According to the charter, "There will be an Advisory Board whose function is to serve as a support team and working board for the Governing Board. Members of the Advisory Board are grouped into the following committees..." No Advisory Board exists.
  - According to the charter, "Parents will fill out an in-depth student profile based on Cynthia Ulrich Tobias's book The Way They Learn." Such profiles are not being utilized.
  - According to the charter, FRPCS "will retain the traditional focus on linguistic and mathematical/logical areas, and have implemented a unique musical component, a piano lab." The school does not have a piano lab.
  - According to the charter, "They then identify an academic and a personal goal for each learner. The Personalized Learning Goal Plan is signed by the

student, parent, and teacher.” Personalized Learning Goal Plans are not in use for all students.

- According to the charter, “Each new Falcon Ridge teacher will be assigned a Harbor certified mentor teacher for ongoing training throughout the year. The Harbor Institute will also provide certified Harbor teacher/trainer for thorough follow through on site...” Mentor teachers are not being assigned; also, the Harbor Institute no longer exists.

School officials report that a substantial proposed amendment intended to overhaul the charter is being planned for the summer months.

### **IMPACT**

Pursuant to I.C. 33-5209(2), if the PCSC “has reason to believe that the public charter school has done any of the following, it shall provide the public charter school written notice of the defect and provide a reasonable opportunity to cure the defect:... (a) Committed a material violation of any condition, standard or procedure set forth in the approved charter; [or] (b) Failed to substantially meet any of the student educational standards identified in the approved charter.”

Pursuant to I.C. 33-5209(3) and IDAPA 08.02.04.301.04, the public charter school must “comply with the terms and conditions of the corrective action plan and...cure the defect at issue within a reasonable time...” If the public charter school fails to comply with the plan and cure the defect, “the authorized chartering entity may provide notice to the public charter school of its intent to revoke the charter.”

### **STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends that the PCSC direct staff to issue to FRPCS a notice of defect on the grounds of violation of a material condition, standard, or procedure set forth in the approved charter, specifically with regard to: Admission procedures and class size, advisory boards, student profiles, piano labs, personalized learning goals, and Harbor training.

Staff further recommends that the PCSC consider whether FRPCS has failed to cure within a reasonable period of time the identified defect of failure to substantially meet any of the measurable student education standards identified in the approved charter.

### **COMMISSION ACTION**

A motion to direct staff to issue to Falcon Ridge Public Charter School a written notice of defect on the grounds of violation of a material condition, standard, or procedure set forth in the approved charter, specifically with regard to: Admission procedures and class size, advisory boards, student profiles, piano labs, personalized learning goals, and Harbor training.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**April 5, 2012**

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**April 5, 2012**

## **Falcon Ridge Public Charter School Site Visit Report**

**February 27, 2012**

### **Interview with Board Members:**

Two board members participated in the interview. They expressed the mission of the school as creating responsible, competent young adults using the Harbor Method. They feel the mission is being fulfilled and that they are being true to the Harbor concept.

It was reported that the board functions well. All members seem to have a common vision. The board would like to encourage more external participation by placing people who are not parents of students on the board. Current board members feel they have made considerable efforts to recruit new board members but interest is very limited so this is a difficult task.

The relationship between the board and administration is expressed as being good. The board feels the administrator is doing a great job and has brought stability to the school. This stability has led to a more effective administration and staff. The board feels that parents are comfortable in communicating with the administrator, who is able to balance duties and address issues. According to board members, another indication of an effective staff is the fact that classes are full and there has been no staff turnover.

Fiscal stability of the school is described as being very good. The board feels they are in a much better place financially due to the administrator, board, and business manager along with the conservative approach they have taken.

Facility issues are mainly tied to perception. Parents report being dissatisfied with the modular facilities that are currently being used. Stakeholders would definitely prefer a permanent building but the current setup is working. Board members feel the biggest drawback is the lack of indoor PE space and a common gathering place for the entire school.

The board views their strengths as being flexible, the ability to address issues, commitment, and involvement. Three board members have been in place for a significant amount of time and have gone through the rough times. They feel their experience has prompted better decision making. Areas for improvement include lack of ability to obtain new members and training. Current members feel that time is a big constraint. They have not participated in regular ongoing training. They have held some Saturday trainings and plan to attend the training in March.

**April 5, 2012**

Parent and community involvement is described as good in the area of classroom volunteering. However, there is very little parent participation in board meetings. There is a small group of consistently active parents. The board would like to see more parents become involved.

There appears to be a lack of formal marketing plans for the school. An architect has been hired to work on plans for the permanent facility, which will be built in stages starting with a multipurpose gym and cafeteria. It will be designed so the rest of the facility can be built off this portion as funds allow. Seven acres of land are already owned and the school wants to move forward with the permanent facility as soon as funds are available. An irrigation project is planned. The land has water rights with it but a pump for pressurization is needed. The school is following a prudent path in determining how much of the irrigation project to complete as there is a good possibility some of it will have to be torn out and redone as the facility is built.

The board feels that the school has not felt a major impact from the new legislation that has been passed. They are still developing their pay for performance plan and how to implement the inclusion of parent input in administration and staff evaluations. Currently, administrator evaluations are done through a board/teacher survey. It was expressed by the board that they would like help obtaining funding and in educating the general public about charter schools.

**Interview with Administrator:**

The administrator is in his third year at Falcon Ridge. He believes the school does well with fulfilling the mission of the school and reports that everyone tries to guard the Harbor philosophy although there is not perfect duplication. The board is viewed as being supportive, professional, and sensitive to the needs of the school. According to the administrator, the board functions well. Although there is give and take among the board members, there are some dissenting votes at times. Meetings are conducted in a professional manner.

Like the board, the administrator is aware that lack of a gym/auditorium is a shortcoming with the current facility. There is a definite need for it but the school continues to work under the present conditions.

The administrative workload is heavy but manageable. Mr. Green has been getting his masters degree while serving as the administrator. During the first two years of administration, he describes being more of a manager but is at the point where he wants to move things forward rather than maintaining the status quo. He believes his performance is adequate and improving.

Math in general is described as an academic strength of the school. Administration feels the school is academically strong across the board, but this is not always apparent in test results.

**April 5, 2012**

Reading scores are somewhat low. The administrator expresses that they are working on comprehension skills and he is not sure why the scores are not better. Science is a major area needing improvement. A science teacher has been hired and is writing curriculum. He is pursuing certification through the ABCTE program.

Annual teacher evaluations are done. The special education teacher is also on an alternate route to certification through the ABCTE program. A middle level credit system is in place. Work needs to be done with the common core state standards. The administrator has been studying them and teachers have done some individual work, but the school as a whole needs to begin training on how to implement common core standards.

Data is gathered through CBMs, IRI, and ISAT testing. Staff looks at results and determines areas of weakness. The staff understands where weaknesses are but the school has not implemented systematic ways of using the data. MSES were not met for a second year even though the MSES were amended. However, they are written to include the scores of only those students who have been enrolled for two consecutive years. The reported results included all students. The administrator reports that the program is good but it needs to be worked better. There does not appear to be school wide plans for improving scores, rather individual teachers are taking their own action steps.

Parent and community involvement is considered to be fair. The administrator feels involvement could be improved by working harder at it. The school does not have a formal marketing plan. Advertising is limited to the lottery. 7<sup>th</sup> and 8<sup>th</sup> grade enrollment is low. Administration feels middle school enrolment is limited by the lack of an athletic program. He believes the addition of a gym would help this situation.

He also feels that the new legislation has not yet had a major impact on the school. The pay for performance plan is still being developed. The board recently adopted a new salary scale that is better aligned to state reimbursement. It will be in effect for next year's contracts.

The administrator reports that a total overhaul of the charter is being planned. In all likelihood, the work will take place over the summer months. He desires to work with the SDE and PCSC staff on the changes. The school does plan to remain a Harbor school.

**Interview with Business Manager:**

The business manager is in her third year at Falcon Ridge. She reports that much of her training occurred on the job. The workload was overwhelming at first but with experience it has gotten manageable and she currently feels very comfortable with her position. She collaborates with other business managers and obtains support from the 2M computer support staff.

**April 5, 2012**

The current budget is based on 270 students and projects an operating income of about \$24,000 this year. FY 13 budget projections anticipate an operating income of about \$123,000. The business manager reports that 70% of the budget is spent on salaries and benefits. The school sets aside \$25,000 each year for the building fund. The current balance is \$250,000. They also have an operating reserve of \$100,000 and a contingency reserve of about \$58,000. All of these funds are accessible if needed.

**Program Strengths:**

- Board and administration have a good working relationship
- Conservative approach to finances
- Harbor Method, if board/admin perception of implementation is correct
- ISAT scores are above district and state levels in most grades and subjects (4<sup>th</sup> and 8<sup>th</sup> grade below in reading, 5<sup>th</sup> and 7<sup>th</sup> grade are below the state levels in science) – AYP met

**Program Concerns:**

- Lack of school wide plan for improving scores
- Lack of school wide plan for common core standards implementation
- No clearly defined marketing plan – low 7<sup>th</sup> and 8<sup>th</sup> grade enrollment
- Parent survey results show 21% are dissatisfied with school resources, 47% are dissatisfied with extracurricular activities, 59% dissatisfied with the physical facilities, and 19% disagree that support services are available for students
- Harbor instructional methods are not clearly evident throughout the school

**Possible charter violations:**

- There will be an advisory board with committees
- Science curriculum will be hands-on
- Reference to high school program
- Parents will fill out an in depth student profile based on The Way they Learn
- FRPCS will implement a piano lab
- Personalized learning goal references
- Liberty Charter School is an open campus for FRPCS teachers to observe
- Each new FRPCS teacher will be assigned a Harbor certified mentor teacher for ongoing training throughout the year
- Class enrollment caps 1-3 = 28 and 29 are enrolled, 5-8 = 32 and 33 are enrolled no reference to 4<sup>th</sup> grade in charter
- Participation in child find

**April 5, 2012**

**Possible Amendments:**

- Violations as stated above
- Overhaul of charter

**Recommendations:**

- Examine possible charter violations and either amend the charter or complete the requirement
- Propose possible charter amendments as soon as possible
- Complete the charter overhaul as soon as possible
- Align and implement common core standards
- Continue to acquire data and use it to drive decision making
- Develop school wide plan for improving scores
- Develop marketing plan- find ways to increase 7<sup>th</sup> and 8<sup>th</sup> grade enrollment
- Complete pay for performance plan
- Increase parent/community involvement

**Materials requested:**

- Updated charter with all approved amendments included

April 5, 2012

## CHARTER SCHOOL DASHBOARD

Date: 10/17/2011

**School Name:** Falcon Ridge Public Charter School

**School Address:** 278 S. Ten Mile Rd. Kuna, ID 83634

**School Phone:** 208-922-9228

**Current School Year:** 2011/2012

**School Mission:** The Falcon Ridge Public Charter School's mission is to develop students who are competent, confident, productive, and responsible young adults who possess the habits, skills and attitudes to succeed in life and be offered the invitation of a post-secondary education and satisfying employment.

### CHARTER SCHOOL BOARD

Board Member Name	Office and Term	Skill Set(s)	Email	Phone
Bob Purbeck	Board Chairman (-2011)	Quotations/Sales	grl4boy1@msn.com	249-1238
Vaughn Goodman	Vice-Chairman (-2010)	PIBU Plant Nutrition Specialist	vgoodman@wilburellis.com	431-3748
Dixie Herring	Director (	Teacher (12 yrs.) MAT Secondary ED English / History	dherring@cvcsonline.org	463-1469
Jim Negomir	Secretary (-2011)	Technology Services Center Manager	jim.negomir@clearwire.net	884-2001
Sam Vanderwall	Director (	B.S. Pre-Law Teacher Assitant	samvanderwall957@gmail.com	206-790-6263

### ENROLLMENT

Grade Level	Current Enrollment	Current ADA	Current Waiting List	Previous Year's Enrollment	Previous Year's ADA
<b>K</b>	24	95.76	23	24	96.86
<b>1</b>	29	97.75	13	29	96.30
<b>2</b>	29	97.10	7	29	97.23
<b>3</b>	29	97.88	14	29	97.77
<b>4</b>	33	98.29	14	33	97.58
<b>5</b>	33	97.47	12	30	97.67
<b>6</b>	33	97.71	6	32	96.28
<b>7</b>	26	96.60	0	33	97.56
<b>8</b>	32	96.66	0	23	97.53
<b>9</b>	NA	NA	NA	NA	NA
<b>10</b>	NA	NA	NA	NA	NA
<b>11</b>	NA	NA	NA	NA	NA

**April 5, 2012**

<b>12</b>	NA	NA	NA	NA	NA
<b>TOTAL</b>	268	97.25	89	262	97.24

**Student Attrition Rate:** 2010/2011 Enrollment (262)- 2011/2012 Enrollment (269)= +7... 7/259 = +2.7%

**Is your school planning to increase or decrease enrollment opportunities for the upcoming school year?** no

**If yes, briefly describe planned enrollment changes, including numbers and grades affected:**

**STUDENT DEMOGRAPHICS**

School Year	Hispanic (# and %)	Asian (# and %)	White (# and %)	Black (# and %)	American Indian (# and %)	LEP (# and %)	FRL (# and %)	Special Education (# and %)
<b>Current</b>	13/4.8%	1/.04%	247/91.8%	0/0%	2/.74%	0/0%	81/30.1%	
<b>Previous</b>	13/4.96	1/.04%	240/92.7%	1/.4%	3/1.2%	0/0	76/30%	24/9%

**FACULTY AND STAFF**

**Administrator Name(s):** Mark Green

**Administrator's Hire Date:** July 2010

**Administrator Email(s):** mgreen@falconridgecharter.org

**Current Classified Staff (# FTE):** (Bus. Mgr.(1@1),Office 2@.5),Ed. Asst(9@.5),Nutr. Service(2@.5),Custodial (1@.5)

**Classified Attrition Rate:** +1.375%

**Current Faculty (# FTE):** 13.5 (Administrator and Certified Teaching Staff)

**Faculty Attrition Rate:** + 8%

**EDUCATIONAL PROGRAM**

**Did your school make AYP during the last school year?** yes

**If no, please specify indicator and status:**

**If no, please describe plan for addressing need:**

**Was your school selected to participate in NAEP this year?**

**REPORTING**

**Date of last programmatic operations audit?** 5/23/2011-5/24/2011

**Date submitted to authorizer?** 10/18/2011

**Who performed your most recent programmatic audit?** Idaho Public Charter School Network

**Date of most recent fiscal audit?** 9/6/2011

**Date submitted to authorizer?** 10/18/2011

**COMMENTS**

**Please describe any significant changes experienced by your school in the past year:**

\*Addition of Full- time teacher dedicated to Science

**Please describe the greatest successes experienced by your school in the past year:**

\* Meeting AYP \* Communication improvements \* Greater staff cohesion \*Debt Retirement \* Establish Building Fund \$350,000 \*

**Please describe any challenges you anticipate during the upcoming year:**

\*Progression toward implementing Common Core Content Standards... \*Construction/ Financing / Building / Planning

**April 5, 2012**

\*Implementation of performance pay

**Please add any additional information of which you would like to make your authorizer aware :**

**REQUIRED ATTACHMENTS**

- Most recent ISAT, IRI, DWA, and DMA results (as applicable)
- Chart comparing ISAT, IRI, DWA, and DMA scores over the past four years of operation (as applicable)
- Goals attainment report comparing the measurable student educational standards in your charter to actual results.
- Written response to recommendations from most recent programmatic operations audit.
- Most recent parent/stakeholder satisfaction survey results
- Budget actuals for most recent month-end
- Budget estimates for remainder of current year, and fiscal outlook for next year

**April 5, 2012**  
**GOALS ATTAINMENT REPORT**

Utilizing established Idaho state AYP targets as a benchmark:

- In the area of Reading, during the 2010-2011 and the 2011-2012 school years, 91% of students who have been enrolled at FRPCS for two or more consecutive years, will achieve a “proficient” score or above on state standardized assessments [ISAT (grades 3-8) and IRI (grades K-3)].

**82.7%** of 8<sup>th</sup> Grade students scored @ “Proficient” or “Advanced on Spring ISAT

**94.0%** of 7<sup>th</sup> Grade students scored @ “Proficient” or “Advanced on Spring ISAT

**100%** of 6<sup>th</sup> Grade students scored @ “Proficient” or “Advanced on Spring ISAT

**93.4%** of 5<sup>th</sup> Grade students scored @ “Proficient” or “Advanced on Spring ISAT

**81.8%** of 4<sup>th</sup> Grade students scored @ “Proficient” or “Advanced on Spring ISAT

**86.2%** of 3<sup>rd</sup> Grade students scored @ “Benchmark” on Spring IRI

**92.9%** of 3<sup>rd</sup> Grade students scored @ “Proficient” or “Advanced on Spring ISAT

**79.3%** of 2<sup>nd</sup> Grade students scored @ “Benchmark” on Spring IRI

**78.6%** of 1<sup>st</sup> Grade students scored @ “Benchmark” on Spring IRI

**91.3%** of Kindergarten students scored @ “Benchmark” on Spring IRI

- In the area of Mathematics, during the 2010-2011 and the 2011-2012 school years, 89% of students who have been enrolled at FRPCS for two or more consecutive years, will achieve a “proficient” score or above on state standardized assessments [ISAT (grades 3-8)].

**92.9%** of 3<sup>rd</sup> Grade students scored @ “Proficient” or “Advanced on Spring ISAT

**93.9%** of 4<sup>th</sup> Grade students scored @ “Proficient” or “Advanced on Spring ISAT

**96.7%** of 5<sup>th</sup> Grade students scored @ “Proficient” or “Advanced on Spring ISAT

**100 %** of 6<sup>th</sup> Grade students scored @ “Proficient” or “Advanced on Spring ISAT

**93.9%** of 7<sup>th</sup> Grade students scored @ “Proficient” or “Advanced on Spring ISAT

**82.7%** of 8<sup>th</sup> Grade students scored @ “Proficient” or “Advanced on Spring ISAT

- In the area of Language Usage, during the 2010-2011 and the 2011-2012 school years, 84% of students who have been enrolled at FRPCS for two or more consecutive years, will achieve a “proficient” score or above on state standardized assessments [ISAT (grades 3-8)].

**82.2%** of 3<sup>rd</sup> Grade students scored @ “Proficient” or “Advanced on Spring ISAT

**91.0%** of 4<sup>th</sup> Grade students scored @ “Proficient” or “Advanced on Spring ISAT

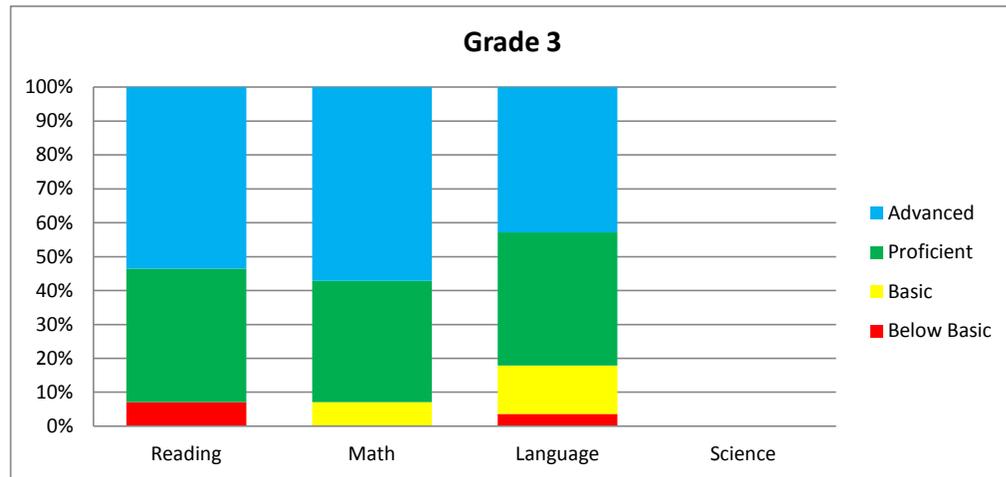
**90.0%** of 5<sup>th</sup> Grade students scored @ “Proficient” or “Advanced on Spring ISAT

**91.6%** of 6<sup>th</sup> Grade students scored @ “Proficient” or “Advanced on Spring ISAT

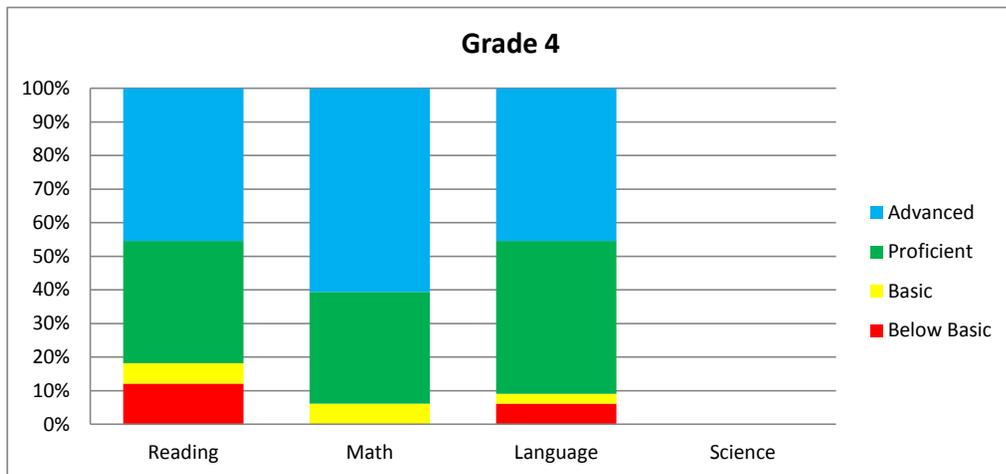
**84.9%** of 7<sup>th</sup> Grade students scored @ “Proficient” or “Advanced on Spring ISAT

**78.3%** of 8<sup>th</sup> Grade students scored @ “Proficient” or “Advanced on Spring ISAT

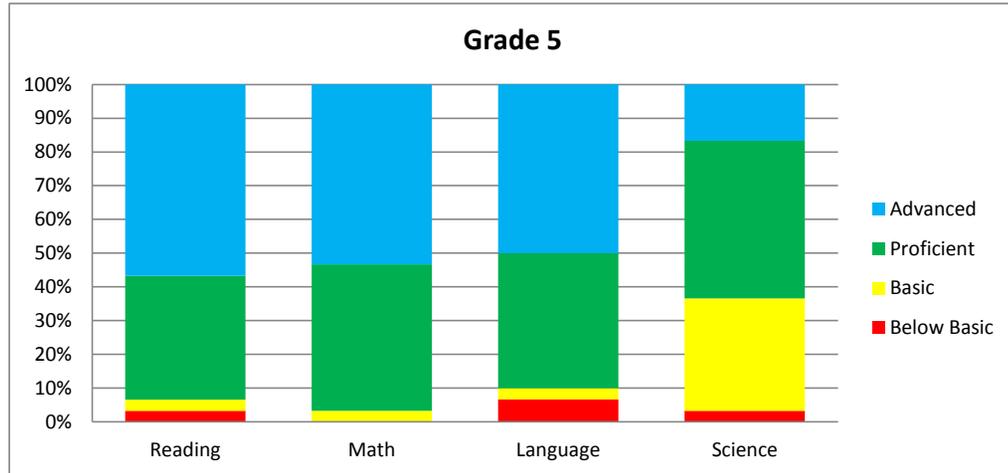
Grade 3	Reading	Math	Language	Science
Below Basic	7.1	0	3.6	
Basic	0	7.1	14.3	
Proficient	39.3	35.7	39.3	
Advanced	53.6	57.1	42.9	



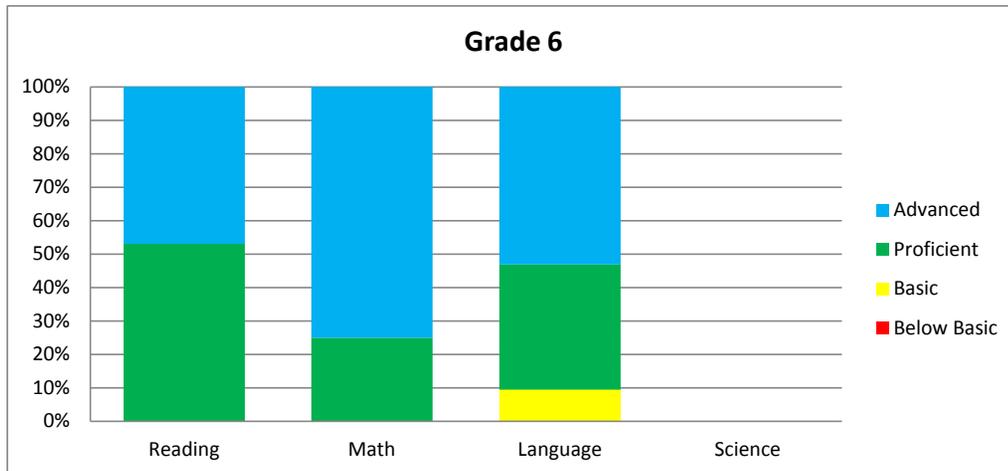
Grade 4	Reading	Math	Language	Science
Below Basic	12.1	0	6.1	
Basic	6.1	6.1	3	
Proficient	36.4	33.3	45.5	
Advanced	45.5	60.6	45.5	



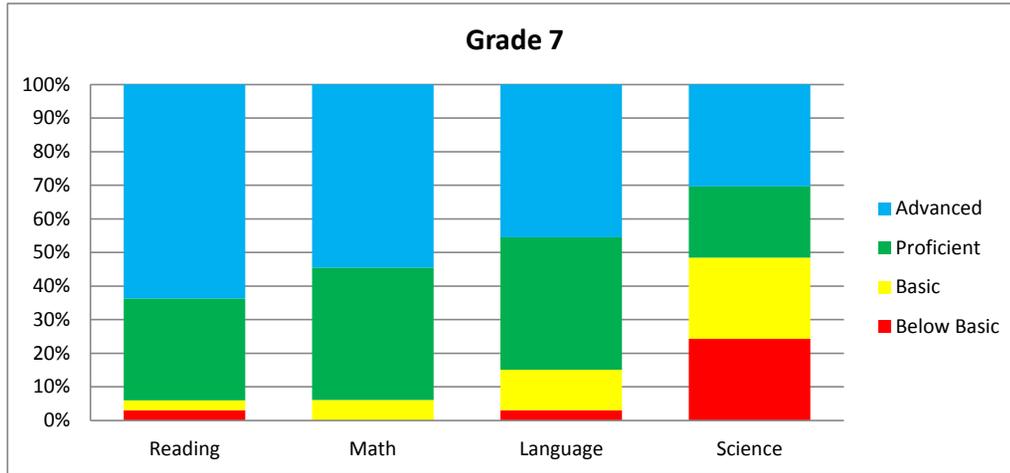
Grade 5	Reading	Math	Language	Science
Below Basic	3.3	0	6.7	3.3
Basic	3.3	3.3	3.3	33.3
Proficient	36.7	43.3	40	46.7
Advanced	56.7	53.3	50	16.7



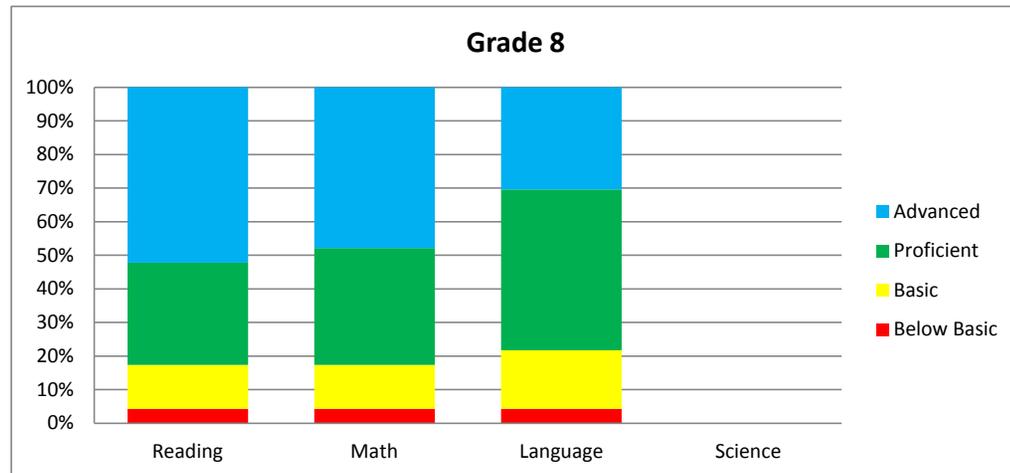
Grade 6	Reading	Math	Language	Science
Below Basic	0	0	0	0
Basic	0	0	9.4	0
Proficient	53.1	25	37.5	0
Advanced	46.9	75	53.1	0



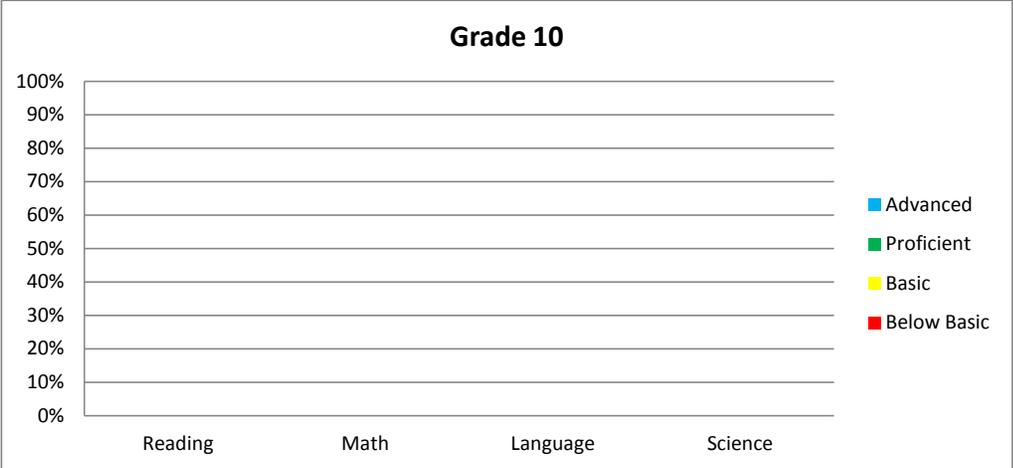
Grade 7	Reading	Math	Language	Science
Below Basic	3	0	3	24.2
Basic	3	6.1	12.1	24.2
Proficient	30.3	39.4	39.4	21.2
Advanced	63.6	54.5	45.5	30.3



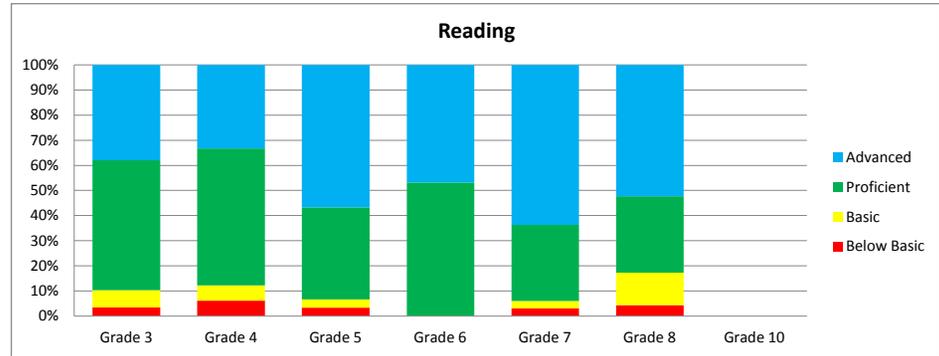
Grade 8	Reading	Math	Language	Science
Below Basic	4.3	4.3	4.3	
Basic	13	13	17.4	
Proficient	30.4	34.8	47.8	
Advanced	52.2	47.8	30.4	



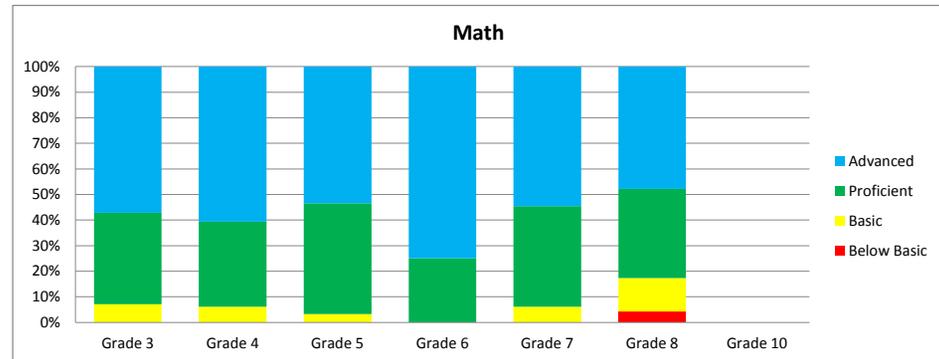
Grade 10	Reading	Math	Language	Science
Below Basic	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A



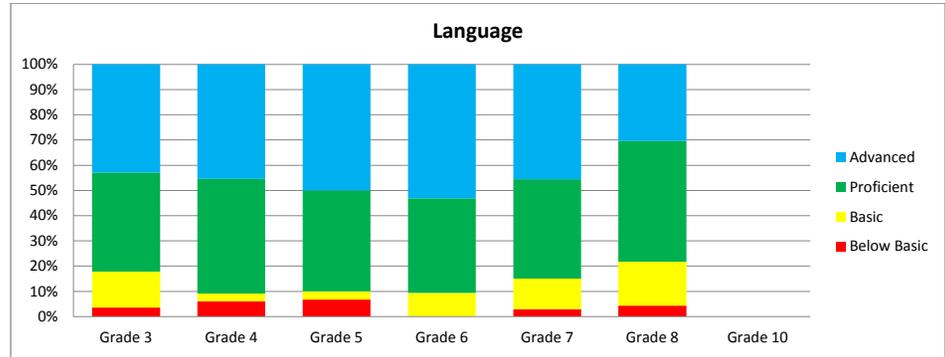
Reading	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	3.4	6.1	3.3	0	3	4.3	#N/A
Basic	6.9	6.1	3.3	0	3	13	#N/A
Proficient	51.7	54.5	36.7	53.1	30.3	30.4	#N/A
Advanced	37.9	33.3	56.7	46.9	63.6	52.2	#N/A



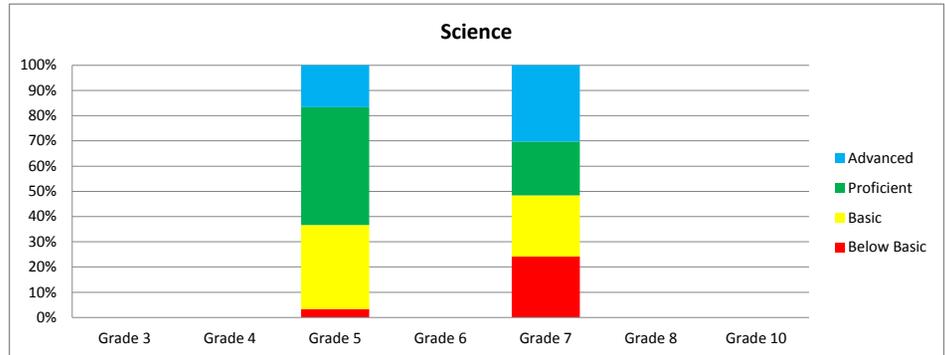
Math	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	0	0	0	0	0	4.3	#N/A
Basic	7.1	6.1	3.3	0	6.1	13	#N/A
Proficient	35.7	33.3	43.3	25	39.4	34.8	#N/A
Advanced	57.1	60.6	53.3	75	54.5	47.8	#N/A



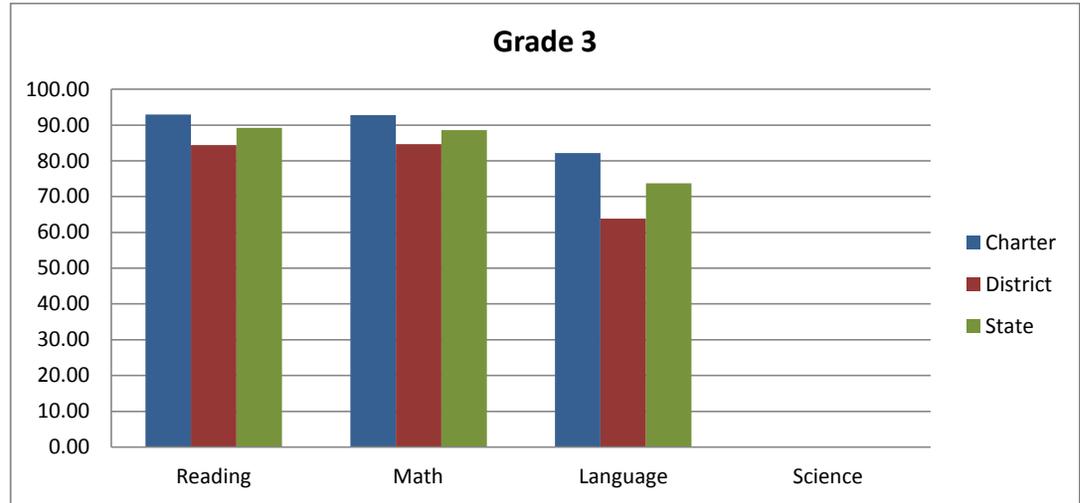
Language	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	3.6	6.1	6.7	0	3	4.3	#N/A
Basic	14.3	3	3.3	9.4	12.1	17.4	#N/A
Proficient	39.3	45.5	40	37.5	39.4	47.8	#N/A
Advanced	42.9	45.5	50	53.1	45.5	30.4	#N/A



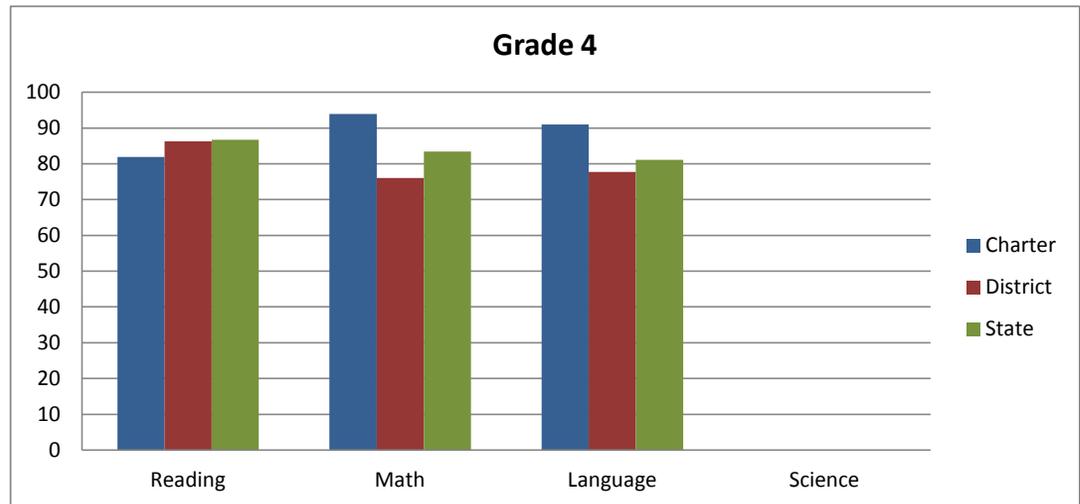
Science	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic			3.3		24.2		#N/A
Basic			33.3		24.2		#N/A
Proficient			46.7		21.2		#N/A
Advanced			16.7		30.3		#N/A



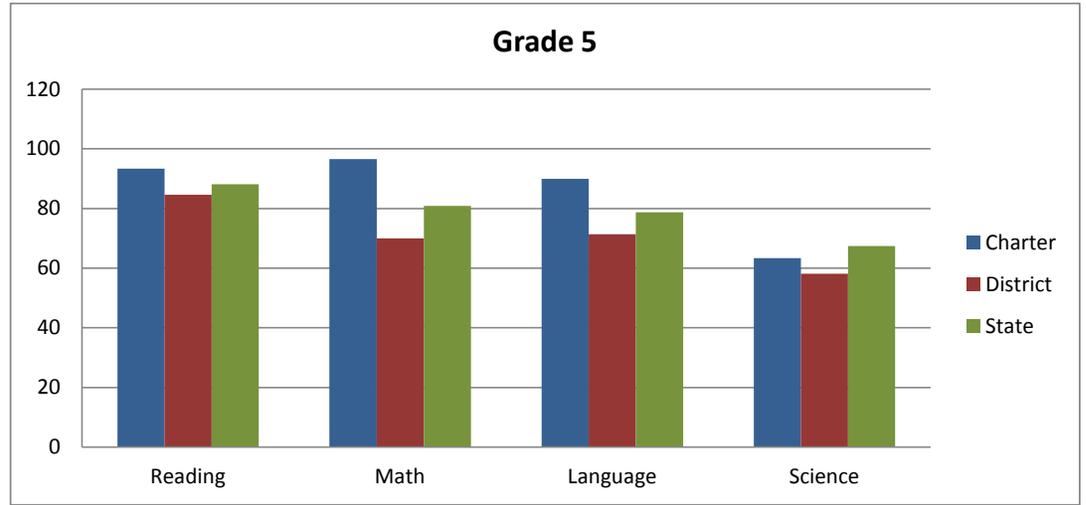
Grade 3	Reading	Math	Language	Science
Charter	92.9	92.8	82.2	
District	84.4	84.7	63.8	
State	89.2	88.6	73.7	



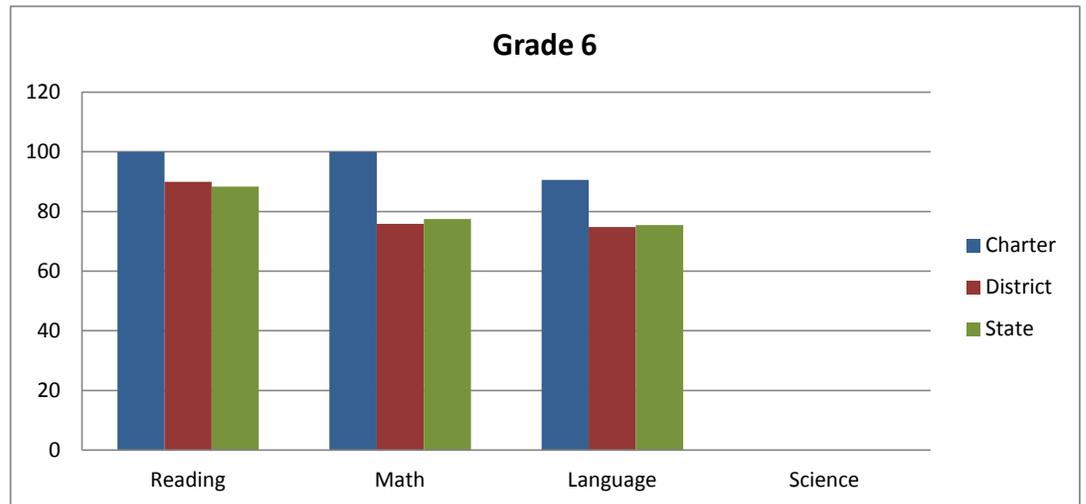
Grade 4	Reading	Math	Language	Science
Charter	81.9	93.9	91	
District	86.3	76	77.7	
State	86.7	83.4	81.1	



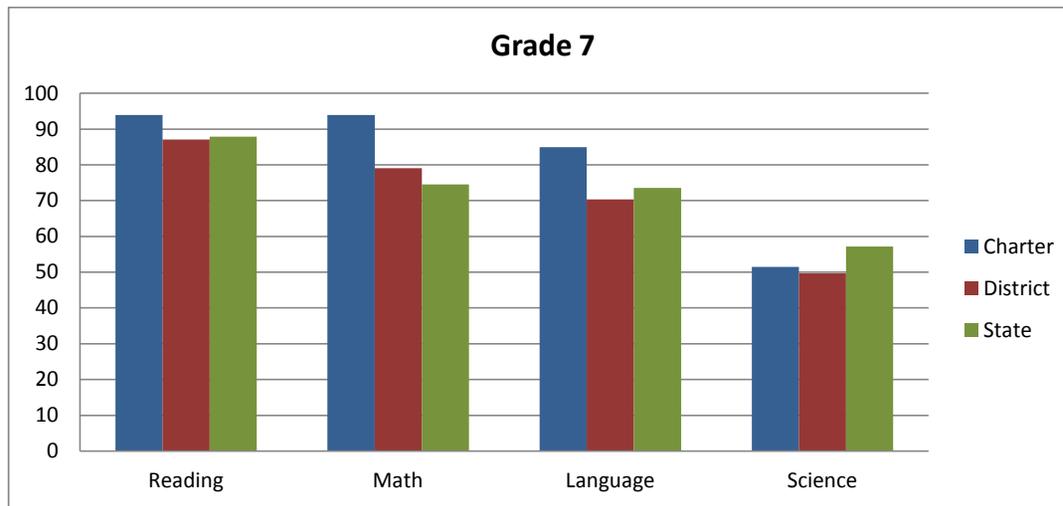
Grade 5	Reading	Math	Language	Science
Charter	93.4	96.6	90	63.4
District	84.6	70	71.4	58.1
State	88.1	80.9	78.7	67.4



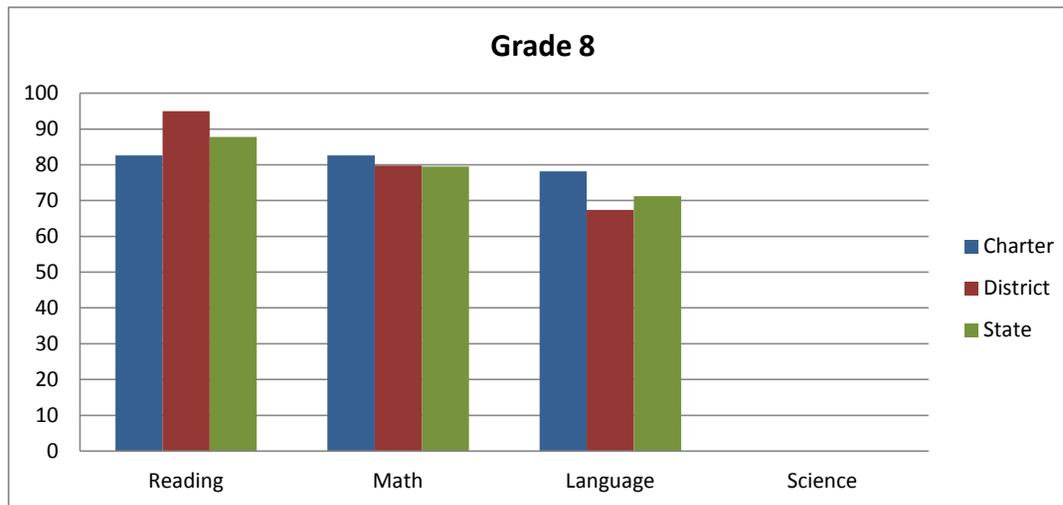
Grade 6	Reading	Math	Language	Science
Charter	100	100	90.6	
District	90	75.9	74.8	
State	88.4	77.5	75.4	



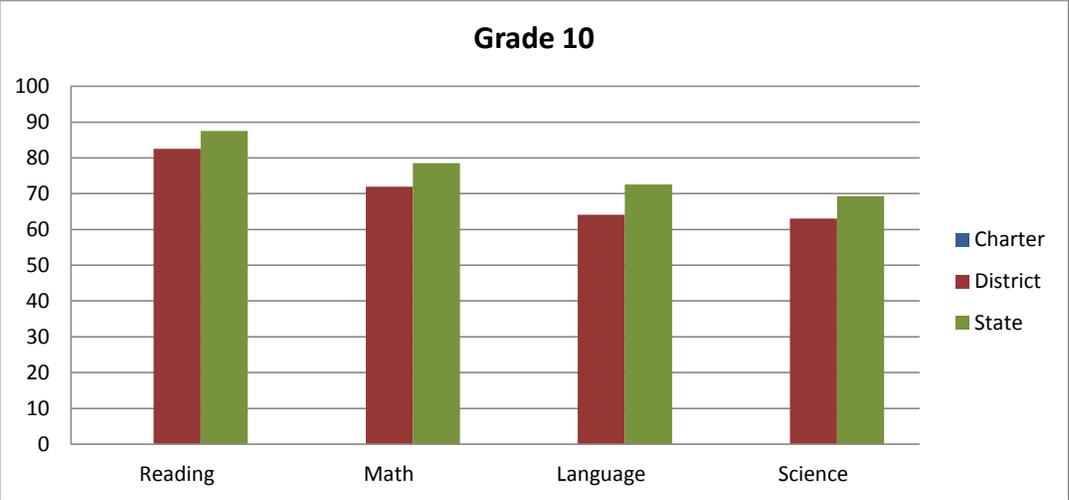
Grade 7	Reading	Math	Language	Science
Charter	93.9	93.9	84.9	51.5
District	87.1	79.1	70.3	49.7
State	87.85	74.5	73.5	57.2



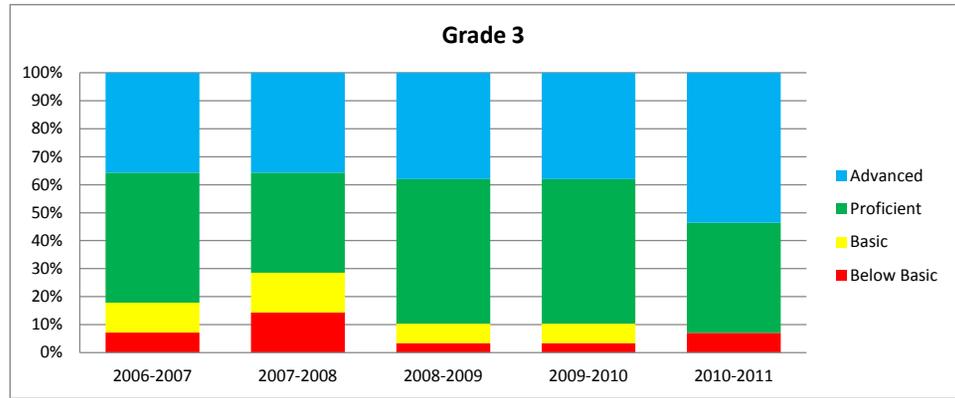
Grade 8	Reading	Math	Language	Science
Charter	82.6	82.6	78.2	
District	95	79.8	67.4	
State	87.75	79.5	71.2	



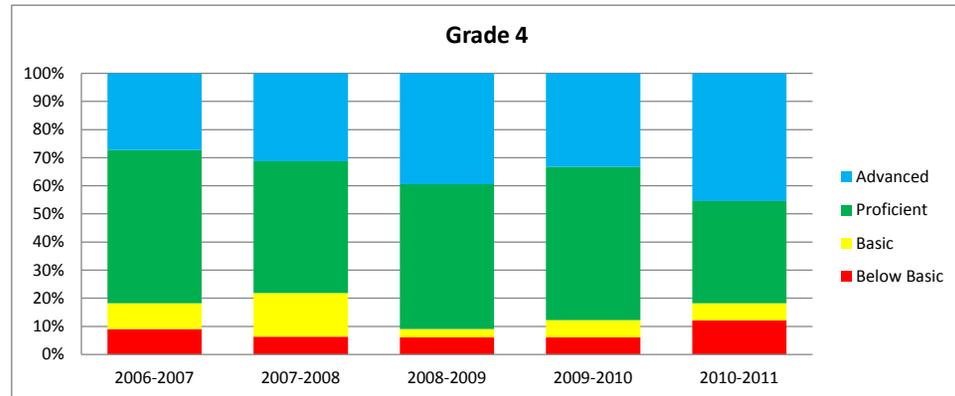
Grade 10	Reading	Math	Language	Science
Charter	#N/A	#N/A	#N/A	#N/A
District	82.5	71.9	64.1	63
State	87.55	78.5	72.6	69.3



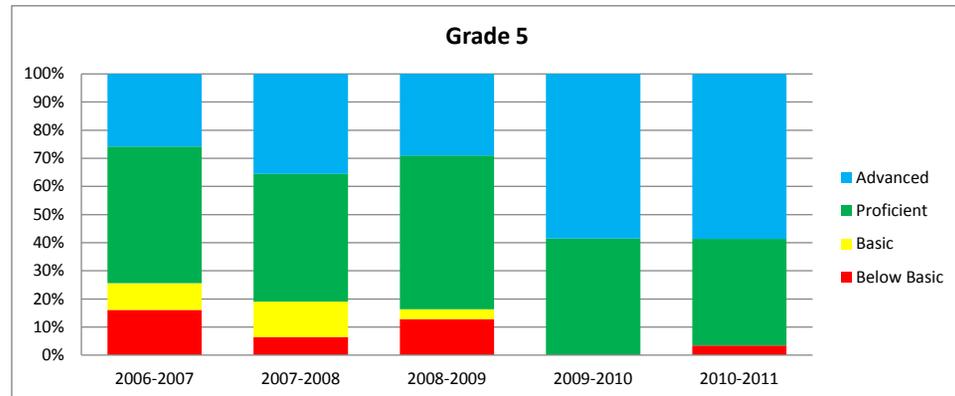
Reading Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	7.1	14.3	3.4	3.4	7.1
Basic	10.7	14.3	6.9	6.9	0
Proficient	46.4	35.7	51.7	51.7	39.3
Advanced	35.7	35.7	37.9	37.9	53.6



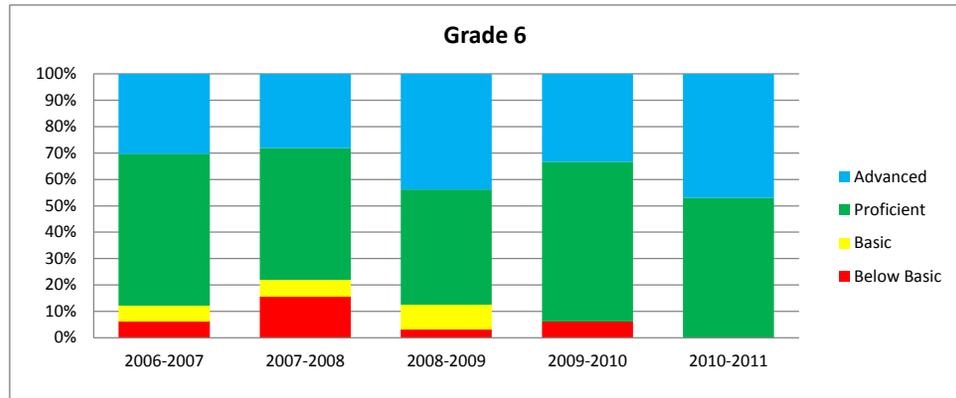
Reading Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	9.1	6.3	6.1	6.1	12.1
Basic	9.1	15.6	3	6.1	6.1
Proficient	54.5	46.9	51.5	54.5	36.4
Advanced	27.3	31.3	39.4	33.3	45.5



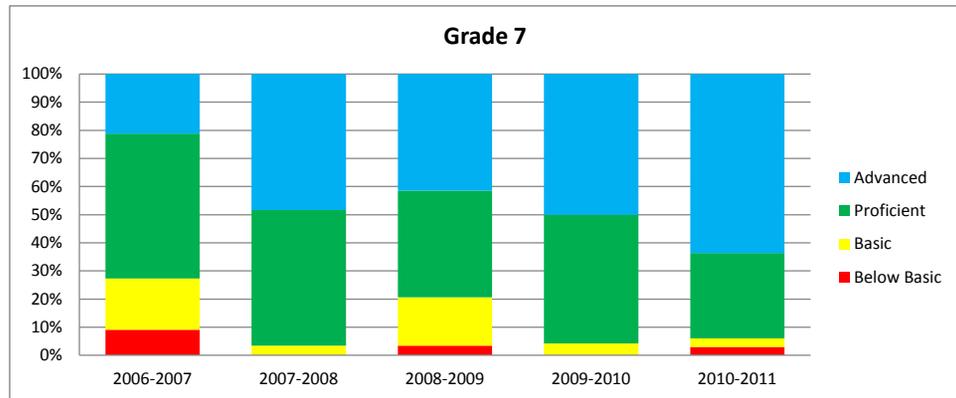
Reading Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	15.6	6.3	12.1	0	3.3
Basic	12.5	15.6	9.1	12.1	3.3
Proficient	46.9	43.8	51.5	36.4	36.7
Advanced	25	34.4	27.3	51.5	56.7



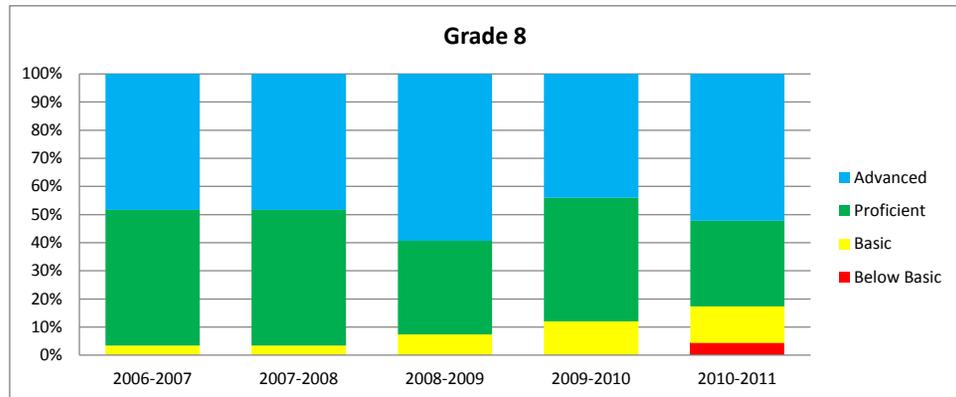
Reading Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	6.1	15.6	3.1	6.1	0
Basic	6.1	6.3	9.4	0	0
Proficient	57.6	50	43.8	60.6	53.1
Advanced	30.3	28.1	43.8	33.3	46.9



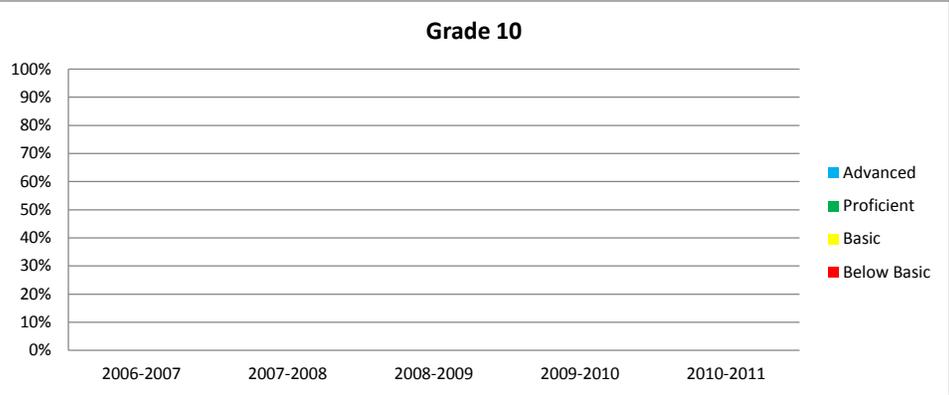
Reading Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	9.1	0	3.4	0	3
Basic	18.2	3.4	17.2	4.2	3
Proficient	51.5	48.3	37.9	45.8	30.3
Advanced	21.2	48.3	41.4	50	63.6



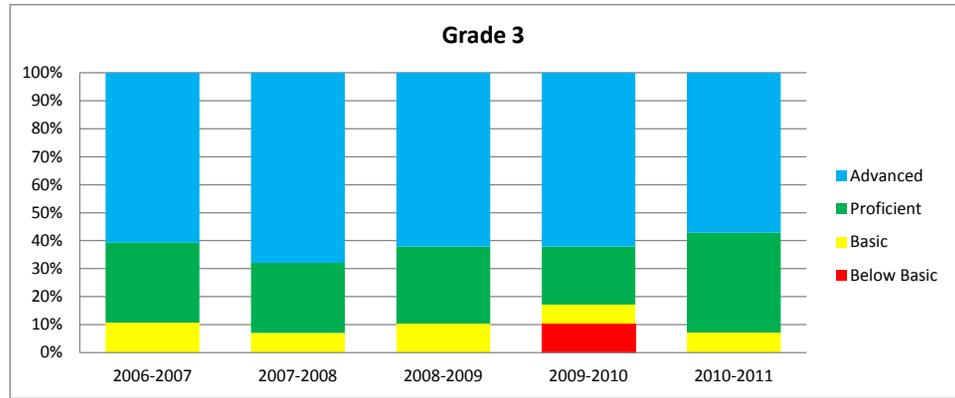
Reading Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	0	0	0	0	4.3
Basic	3.4	3.4	7.4	12	13
Proficient	48.3	48.3	33.3	44	30.4
Advanced	48.3	48.3	59.3	44	52.2



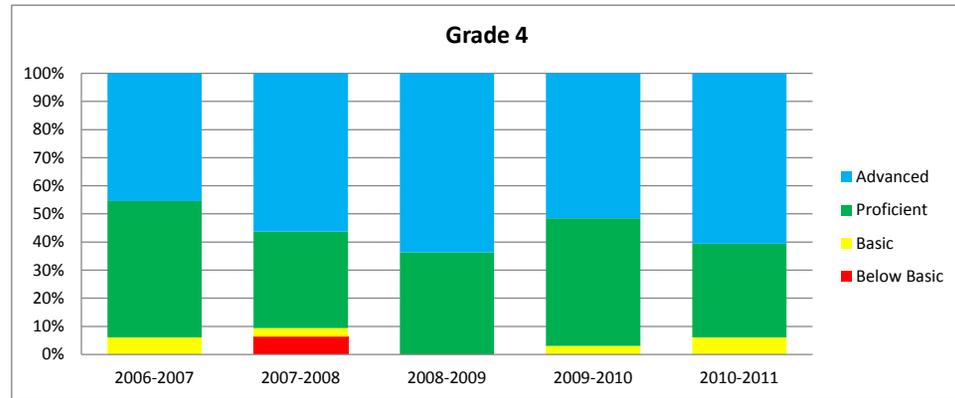
Reading Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A		#N/A	#N/A
Basic	#N/A	#N/A		#N/A	#N/A
Proficient	#N/A	#N/A		#N/A	#N/A
Advanced	#N/A	#N/A		#N/A	#N/A



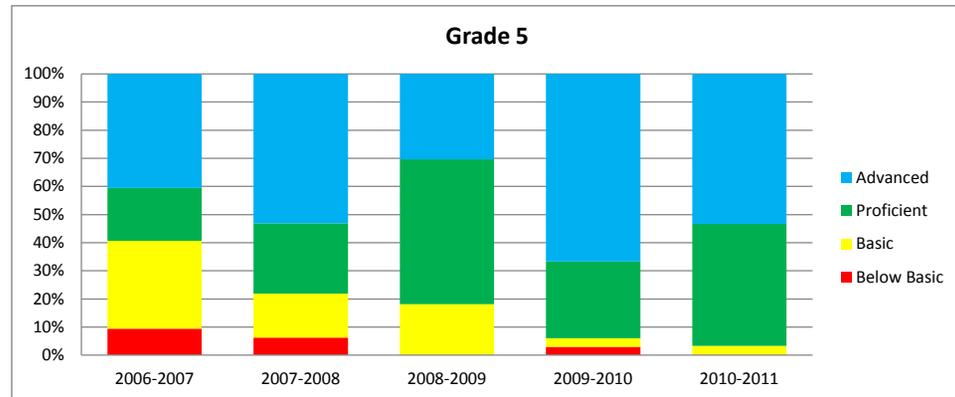
Math Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	0	0	0	10.3	0
Basic	10.7	7.1	10.3	6.9	7.1
Proficient	28.6	25	27.6	20.7	35.7
Advanced	60.7	67.9	62.1	62.1	57.1



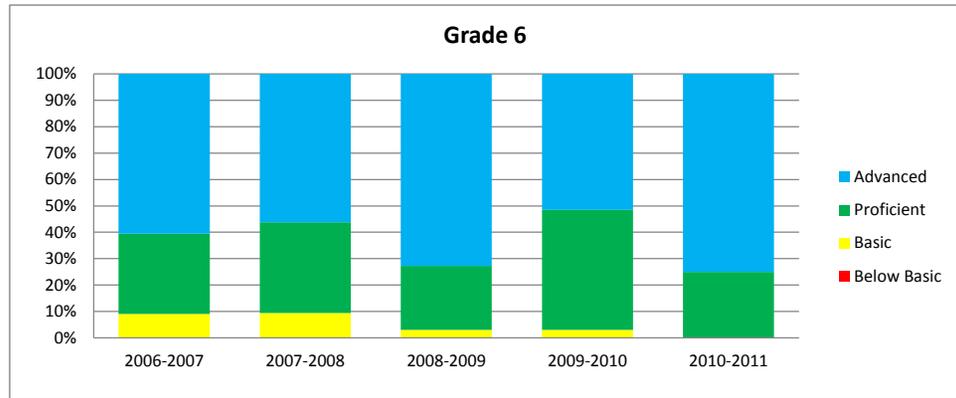
Math Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	0	6.3	0	0	0
Basic	6.1	3.1	0	3	6.1
Proficient	48.5	34.4	36.4	45.5	33.3
Advanced	45.5	56.3	63.6	51.5	60.6



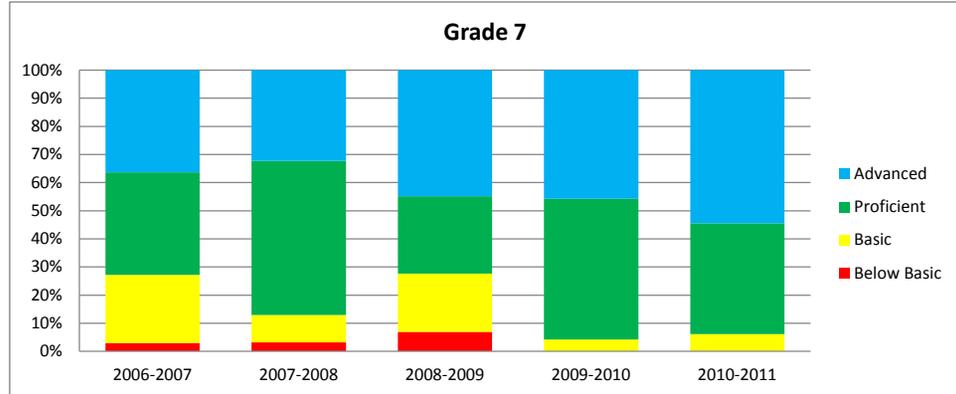
Math Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	9.4	6.3	0	3	0
Basic	31.3	15.6	18.2	3	3.3
Proficient	18.8	25	51.5	27.3	43.3
Advanced	40.6	53.1	30.3	66.7	53.3



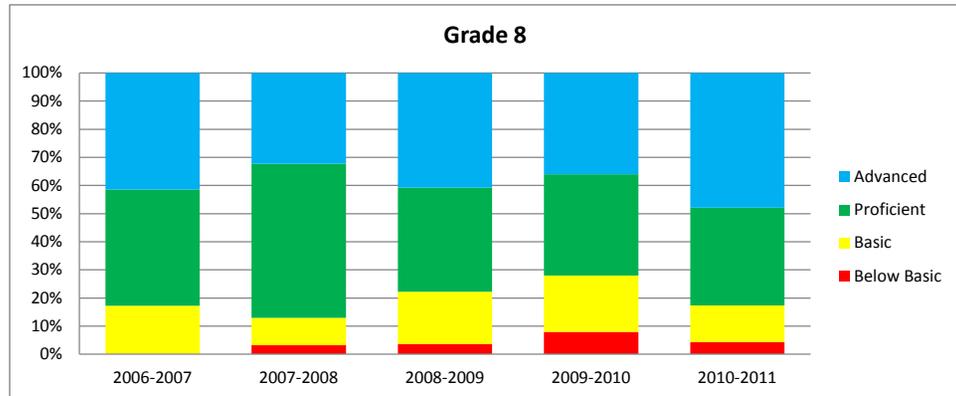
Math Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	0	0	0	0	0
Basic	9.1	9.4	3	3	0
Proficient	30.3	34.4	24.2	45.5	25
Advanced	60.6	56.3	72.7	51.5	75



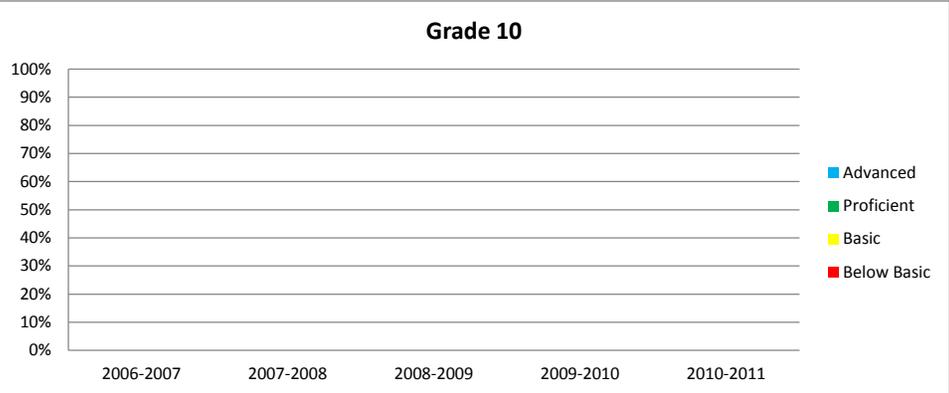
Math Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	3	3.2	6.9	0	0
Basic	24.2	9.7	20.7	4.2	6.1
Proficient	36.4	54.8	27.6	50	39.4
Advanced	36.4	32.3	44.8	45.8	54.5



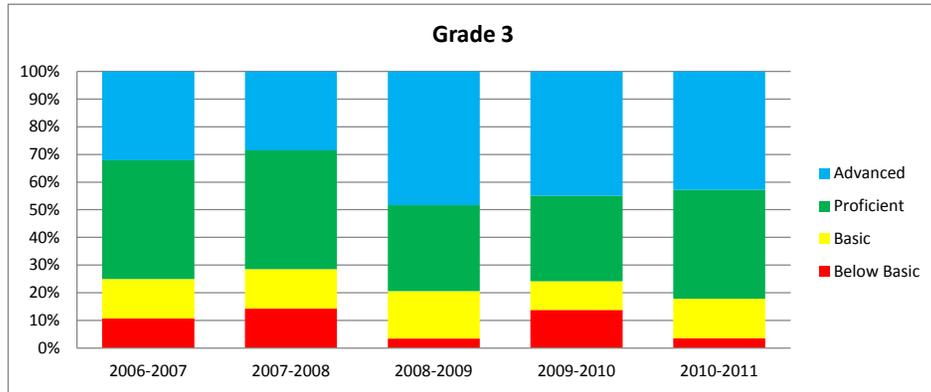
Math Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	0	3.2	3.7	8	4.3
Basic	17.2	9.7	18.5	20	13
Proficient	41.4	54.8	37	36	34.8
Advanced	41.4	32.3	40.7	36	47.8



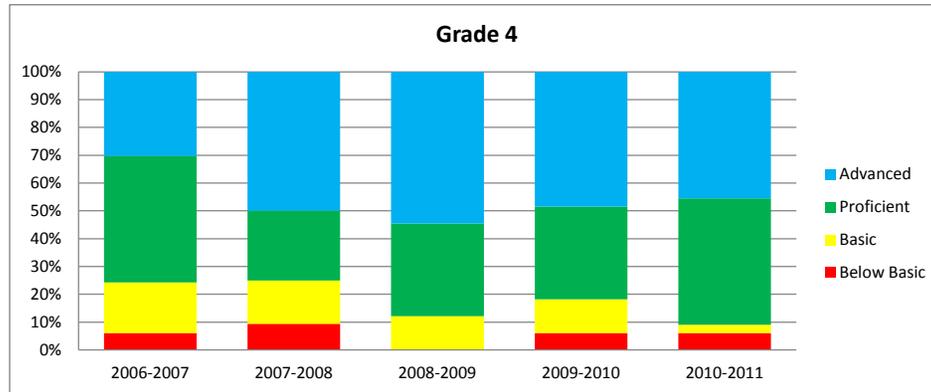
Math Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A			#N/A	#N/A
Basic	#N/A			#N/A	#N/A
Proficient	#N/A			#N/A	#N/A
Advanced	#N/A			#N/A	#N/A



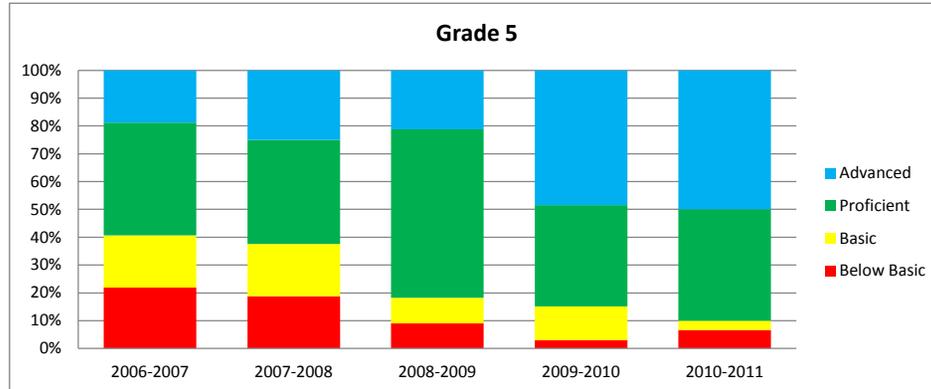
Language Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	10.7	14.3	3.4	13.8	3.6
Basic	14.3	14.3	17.2	10.3	14.3
Proficient	42.9	42.9	31	31	39.3
Advanced	32.1	28.6	48.3	44.8	42.9



Language Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	6.1	9.4	0	6.1	6.1
Basic	18.2	15.6	12.1	12.1	3
Proficient	45.5	25	33.3	33.3	45.5
Advanced	30.3	50	54.5	48.5	45.5

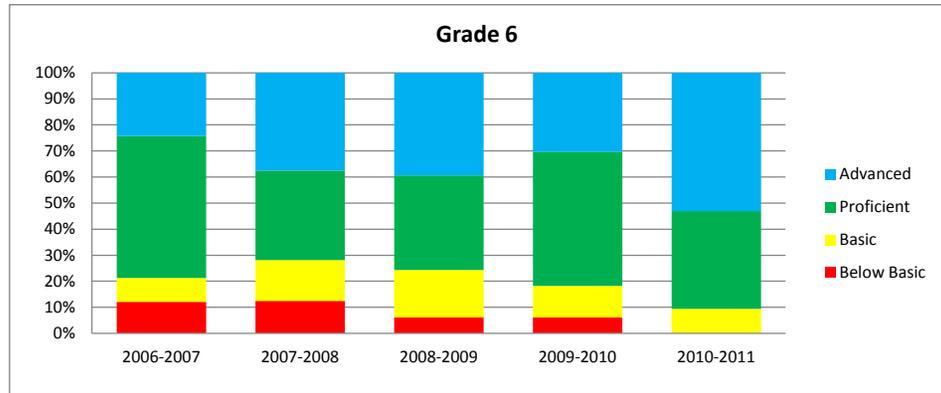


Language Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	21.9	18.8	9.1	3	6.7
Basic	18.8	18.8	9.1	12.1	3.3
Proficient	40.6	37.5	60.6	36.4	40
Advanced	18.8	25	21.2	48.5	50

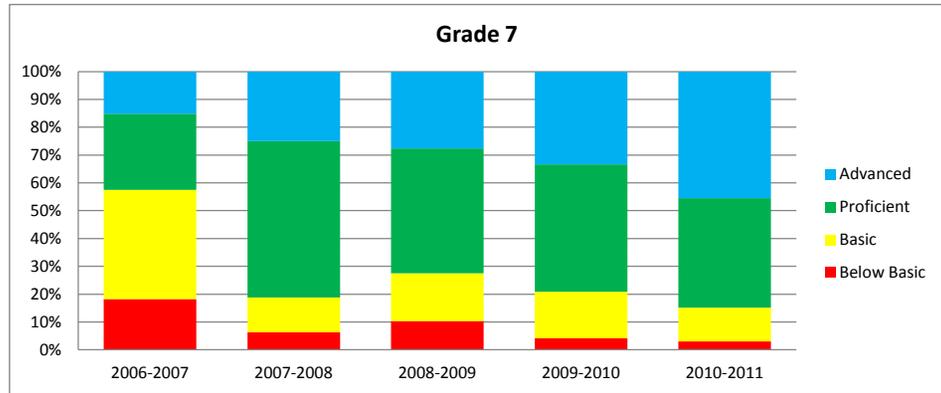


April 5, 2012

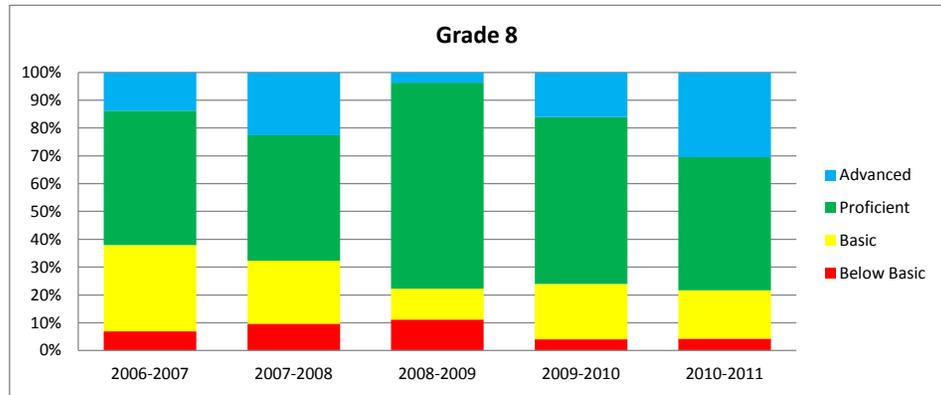
Language Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	12.1	12.5	6.1	6.1	0
Basic	9.1	15.6	18.2	12.1	9.4
Proficient	54.5	34.4	36.4	51.5	37.5
Advanced	24.2	37.5	39.4	30.3	53.1



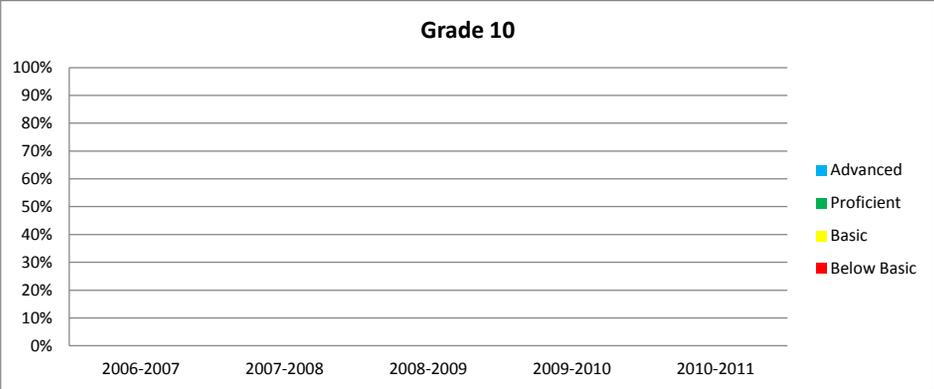
Language Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	18.2	6.3	10.3	4.2	3
Basic	39.4	12.5	17.2	16.7	12.1
Proficient	27.3	56.3	44.8	45.8	39.4
Advanced	15.2	25	27.6	33.3	45.5



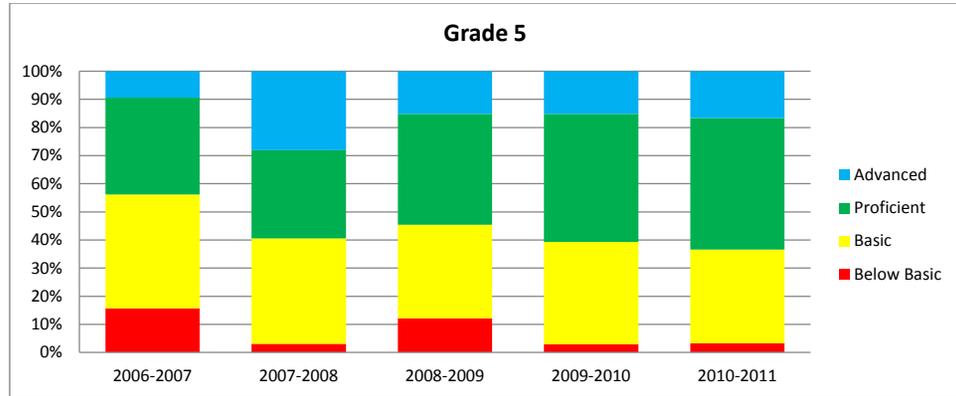
Language Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	6.9	9.7	11.1	4	4.3
Basic	31	22.6	11.1	20	17.4
Proficient	48.3	45.2	74.1	60	47.8
Advanced	13.8	22.6	3.7	16	30.4



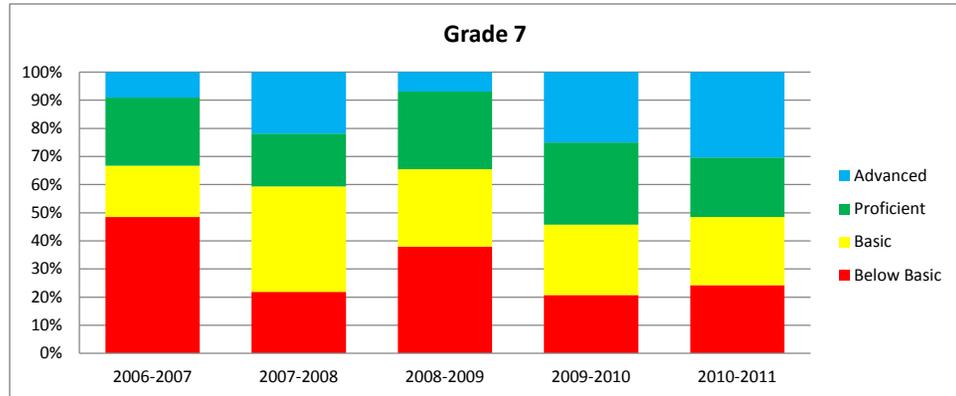
Lang. Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A			#N/A	#N/A
Basic	#N/A			#N/A	#N/A
Proficient	#N/A			#N/A	#N/A
Advanced	#N/A			#N/A	#N/A



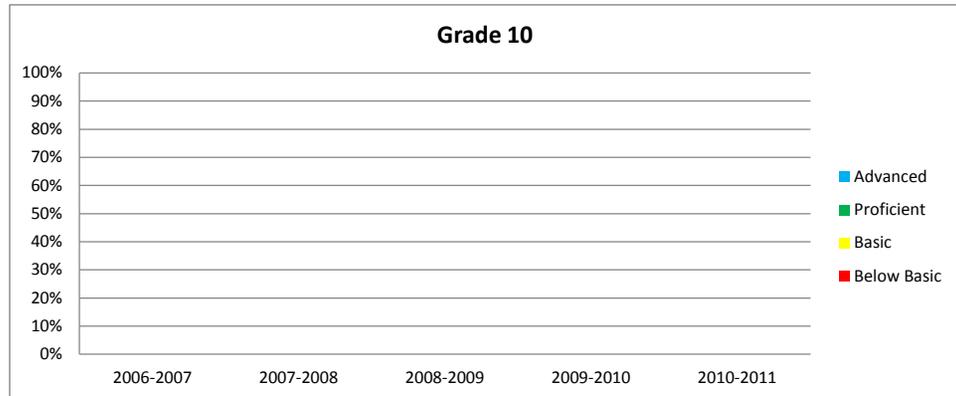
Science Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	15.6	3.1	12.1	3	3.3
Basic	40.6	37.5	33.3	36.4	33.3
Proficient	34.4	31.3	39.4	45.5	46.7
Advanced	9.4	28.1	15.2	15.2	16.7



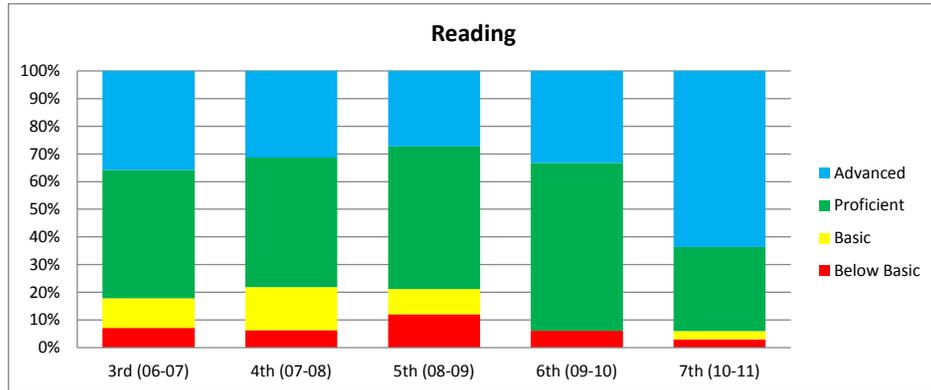
Science Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	48.5	21.9	37.9	20.8	24.2
Basic	18.2	37.5	27.6	25	24.2
Proficient	24.2	18.8	27.6	29.2	21.2
Advanced	9.1	21.9	6.9	25	30.3



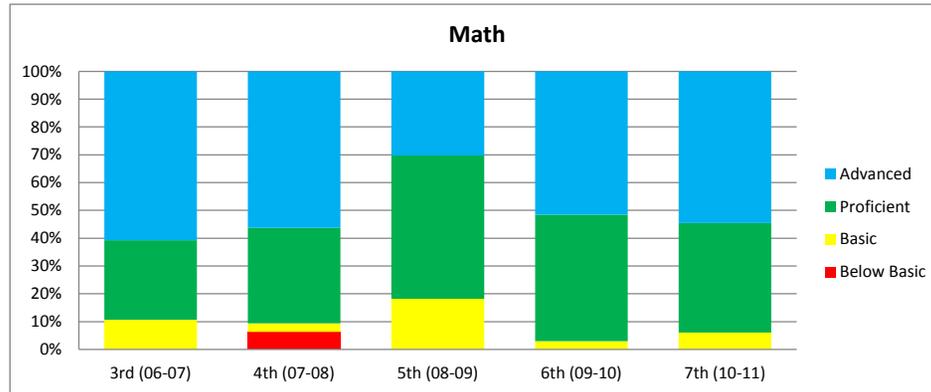
Science Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	*		#N/A	#N/A
Basic	#N/A	*		#N/A	#N/A
Proficient	#N/A	*		#N/A	#N/A
Advanced	#N/A	*		#N/A	#N/A



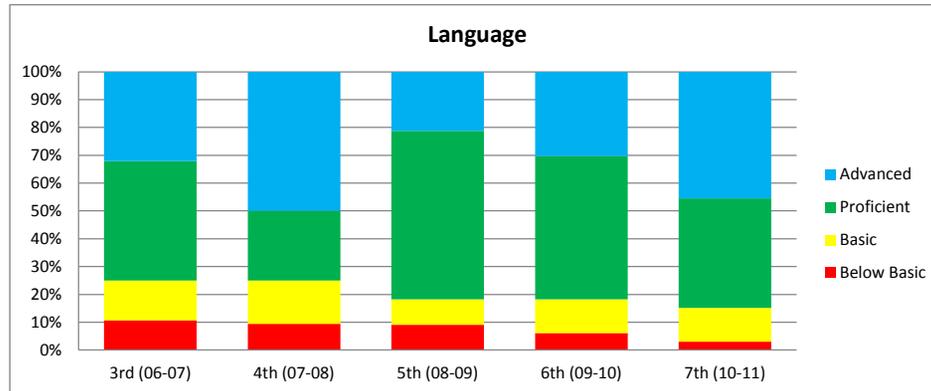
Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	7.1	6.3	12.1	6.1	3
Basic	10.7	15.6	9.1	0	3
Proficient	46.4	46.9	51.5	60.6	30.3
Advanced	35.7	31.3	27.3	33.3	63.6



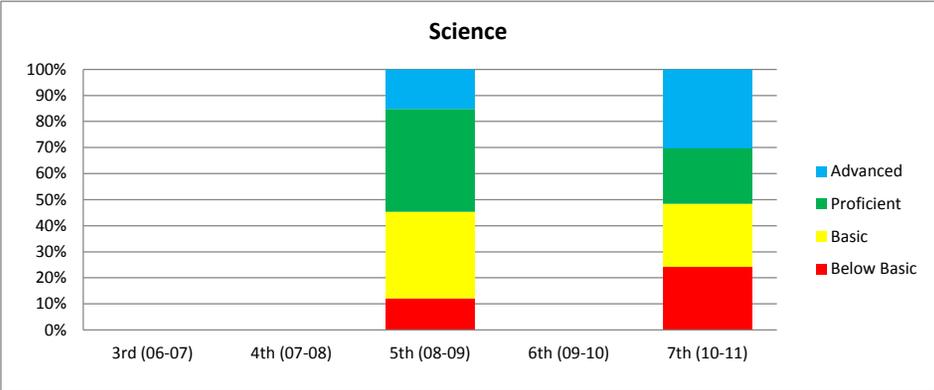
Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	0	6.3	0	0	0
Basic	10.7	3.1	18.2	3	6.1
Proficient	28.6	34.4	51.5	45.5	39.4
Advanced	60.7	56.3	30.3	51.5	54.5



Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	10.7	9.4	9.1	6.1	3
Basic	14.3	15.6	9.1	12.1	12.1
Proficient	42.9	25	60.6	51.5	39.4
Advanced	32.1	50	21.2	30.3	45.5



Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	#N/A	#N/A	12.1	#N/A	24.2
Basic	#N/A	#N/A	33.3	#N/A	24.2
Proficient	#N/A	#N/A	39.4	#N/A	21.2
Advanced	#N/A	#N/A	15.2	#N/A	30.3



**FALCON RIDGE CHARTER IRI RESULTS [2006 (FALL), 2006 (WINTER), 2006 (SPRING), 2007 (FALL), 2007 (WINTER), 2007 (SPRING), 2008 (FALL), 2008 (WINTER), 2008 (SPRING), 2009 (FALL), 2009 (WINTER), 2009 (SPRING), 2009 (FALL), 2009 (WINTER), 2009 (SPRING)]**

2006/2007 (FALL)			2006/2007 (WINTER)			2006/2007 (SPRING)		
K/5			K/5			K/5		
BENCHMARK	17	70.83%	BENCHMARK	16	66.67%	BENCHMARK	19	79.17%
STRATEGIC LEVEL	6	25%	STRATEGIC LEVEL	3	12.5%	STRATEGIC LEVEL	4	16.67%
INTENSIVE	1	4.17%	INTENSIVE	5	20.83%	INTENSIVE	1	4.17%
1 <sup>ST</sup> GRADE			1 <sup>ST</sup> GRADE			1 <sup>ST</sup> GRADE		
BENCHMARK	26	96.3%	BENCHMARK	25	89.29%	BENCHMARK	21	75%
STRATEGIC LEVEL	1	3.7%	STRATEGIC LEVEL	3	10.71%	STRATEGIC LEVEL	6	21.43%
INTENSIVE	0	0	INTENSIVE	0	0	INTENSIVE	1	3.57%
2 <sup>ND</sup> GRADE			2 <sup>ND</sup> GRADE			2 <sup>ND</sup> GRADE		
BENCHMARK	19	67.86%	BENCHMARK	16	57.14%	BENCHMARK	16	57.14%
STRATEGIC LEVEL	8	28.57%	STRATEGIC LEVEL	6	21.43%	STRATEGIC LEVEL	7	25%
INTENSIVE	1	3.57%	INTENSIVE	6	21.43%	INTENSIVE	5	17.86%
3 <sup>RD</sup> GRADE			3 <sup>RD</sup> GRADE			3 <sup>RD</sup> GRADE		
BENCHMARK	21	75%	BENCHMARK	21	75%	BENCHMARK	20	71.43%
STRATEGIC LEVEL	5	17.86%	STRATEGIC LEVEL	4	14.29%	STRATEGIC LEVEL	5	17.86%
INTENSIVE	2	7.14%	INTENSIVE	3	10.71%	INTENSIVE	3	10.71%
2007/2008 (FALL)			2007/2008 (WINTER)			2007/2008 (SPRING)		
K/5			K/5			K/5		
BENCHMARK	13	54.17%	BENCHMARK	12	54.55%	BENCHMARK	14	58.33%
STRATEGIC LEVEL	9	37.5%	STRATEGIC LEVEL	7	31.82%	STRATEGIC LEVEL	8	33.33%
INTENSIVE	2	8.33%	INTENSIVE	3	13.64%	INTENSIVE	2	8.33%
1 <sup>ST</sup> GRADE			1 <sup>ST</sup> GRADE			1 <sup>ST</sup> GRADE		
BENCHMARK	14	58.33%	BENCHMARK	9	67.86%	BENCHMARK	23	82.14%
STRATEGIC LEVEL	9	37.5%	STRATEGIC LEVEL	8	28.57%	STRATEGIC LEVEL	5	17.86%
INTENSIVE	1	4.17%	INTENSIVE	1	3.57%	INTENSIVE	0	0%
2 <sup>ND</sup> GRADE			2 <sup>ND</sup> GRADE			2 <sup>ND</sup> GRADE		
BENCHMARK	4	14.81%	BENCHMARK	26	92.86%	BENCHMARK	19	73.08%
STRATEGIC LEVEL	16	59.26%	STRATEGIC LEVEL	1	3.57%	STRATEGIC LEVEL	6	23.08%
INTENSIVE	7	25.93%	INTENSIVE	1	3.57%	INTENSIVE	1	3.85%
3 <sup>RD</sup> GRADE			3 <sup>RD</sup> GRADE			3 <sup>RD</sup> GRADE		
BENCHMARK	21	77.78%	BENCHMARK	21	77.78%	BENCHMARK	17	65.38%
STRATEGIC LEVEL	3	11.11%	STRATEGIC LEVEL	4	14.81%	STRATEGIC LEVEL	6	23.08%
INTENSIVE	3	11.11%	INTENSIVE	2	7.41%	INTENSIVE	3	11.54%
2008/2009 (FALL)			2008/2009 (WINTER)			2008/2009 (SPRING)		
K/5			K/5			K/5		
BENCHMARK	13	54.17%	BENCHMARK	15	62.5%	BENCHMARK	20	83.33%
STRATEGIC LEVEL	7	29.17%	STRATEGIC LEVEL	5	20.83%	STRATEGIC LEVEL	4	16.67%
INTENSIVE	4	16.67%	INTENSIVE	4	16.67%	INTENSIVE	0	0%
1 <sup>ST</sup> GRADE			1 <sup>ST</sup> GRADE			1 <sup>ST</sup> GRADE		
BENCHMARK	24	82.76%	BENCHMARK	21	72.41%	BENCHMARK	22	75.86%
STRATEGIC LEVEL	4	13.79%	STRATEGIC LEVEL	5	17.24%	STRATEGIC LEVEL	2	6.9%
INTENSIVE	1	3.45%	INTENSIVE	3	10.34%	INTENSIVE	5	17.24%
2 <sup>ND</sup> GRADE			2 <sup>ND</sup> GRADE			2 <sup>ND</sup> GRADE		
BENCHMARK	25	86.21%	BENCHMARK	25	86.21%	BENCHMARK	26	89.66%
STRATEGIC LEVEL	3	10.34%	STRATEGIC LEVEL	4	13.79%	STRATEGIC LEVEL	2	6.9%
INTENSIVE	1	3.45%	INTENSIVE	0	0%	INTENSIVE	1	3.45%
3 <sup>RD</sup> GRADE			3 <sup>RD</sup> GRADE			3 <sup>RD</sup> GRADE		
BENCHMARK	25	83.33%	BENCHMARK	22	75.86%	BENCHMARK	23	82.14%
STRATEGIC LEVEL	3	10%	STRATEGIC LEVEL	5	17.24%	STRATEGIC LEVEL	4	14.29%
INTENSIVE	2	6.67%	INTENSIVE	2	6.9%	INTENSIVE	1	3.57%
2009/2010 (FALL)			2009-2010 (WINTER)			2009-2010 (SPRING)		
K/5			K/5			K/5		
BENCHMARK	20	83.33%	BENCHMARK	23	95.83%	BENCHMARK	19	79.17%
STRATEGIC LEVEL	4	16.67%	STRATEGIC LEVEL	1	4.17%	STRATEGIC LEVEL	5	20.83%
INTENSIVE	0	0%	INTENSIVE	0	0	INTENSIVE	0	0
1 <sup>ST</sup> GRADE			1 <sup>ST</sup> GRADE			1 <sup>ST</sup> GRADE		
BENCHMARK	16	55.17%	BENCHMARK	25	86.21%	BENCHMARK	21	75%
STRATEGIC LEVEL	7	24.14%	STRATEGIC LEVEL	3	10.34%	STRATEGIC LEVEL	3	10.71%
INTENSIVE	6	20.69%	INTENSIVE	1	3.45%	INTENSIVE	4	14.29%
2 <sup>ND</sup> GRADE			2 <sup>ND</sup> GRADE			2 <sup>ND</sup> GRADE		
BENCHMARK	22	75.86%	BENCHMARK	23	79.31%	BENCHMARK	22	81.48%
STRATEGIC LEVEL	2	6.9%	STRATEGIC LEVEL	1	3.45%	STRATEGIC LEVEL	1	3.7%
INTENSIVE	5	17.24%	INTENSIVE	5	17.24%	INTENSIVE	4	14.81%
3 <sup>RD</sup> GRADE			3 <sup>RD</sup> GRADE			3 <sup>RD</sup> GRADE		
BENCHMARK	25	86.21%	BENCHMARK	26	89.66%	BENCHMARK	25	89.29%
STRATEGIC LEVEL	3	10.34%	STRATEGIC LEVEL	2	6.9%	STRATEGIC LEVEL	2	7.14%
INTENSIVE	1	3.45%	INTENSIVE	1	3.45%	INTENSIVE	1	3.57%

2010/2011 (FALL)			2010-2011 (WINTER)			2010-2011 (SPRING)		
K/5			K/5			K/5		
BENCHMARK	21	87.5%	BENCHMARK	NA	NA	BENCHMARK	21	91.3%
STRATEGIC	2	8.3%	STRATEGIC	NA	NA	STRATEGIC	2	8.7%
INTENSIVE	1	4.2%	INTENSIVE	NA	NA	INTENSIVE	0	0
1 <sup>ST</sup> GRADE			1 <sup>ST</sup> GRADE			1 <sup>ST</sup> GRADE		
BENCHMARK	24	82.8%	BENCHMARK	NA	NA	BENCHMARK	22	78.6%
STRATEGIC	3	10.3%	STRATEGIC	NA	NA	STRATEGIC	5	17.9%
INTENSIVE	2	6.9%	INTENSIVE	NA	NA	INTENSIVE	1	3.6%
2 <sup>ND</sup> GRADE			2 <sup>ND</sup> GRADE			2 <sup>ND</sup> GRADE		
BENCHMARK	17	58.6%	BENCHMARK	NA	NA	BENCHMARK	23	79.3%
STRATEGIC	7	24.1%	STRATEGIC	NA	NA	STRATEGIC	4	13.8%
INTENSIVE	5	17.2%	INTENSIVE	NA	NA	INTENSIVE	2	6.9%
3 <sup>RD</sup> GRADE			3 <sup>RD</sup> GRADE			3 <sup>RD</sup> GRADE		
BENCHMARK	25	86.2%	BENCHMARK	NA	NA	BENCHMARK	25	86.2%
STRATEGIC	1	3.4%	STRATEGIC	NA	NA	STRATEGIC	1	3.4%
INTENSIVE	3	10.3%	INTENSIVE	NA	NA	INTENSIVE	3	10.3%

**FALCON RIDGE PUBLIC CHARTER SCHOOL  
SPRING IRI RESULTS 2007-2011**

<b>KINDERGARTEN</b>						
	INTENSIVE "1"		STRATEGIC "2"		BENCHMARK "3"	
	#	%	#	%	#	%
2011	0	0	2	8.7	21	91.3
2010	0	0	5	20.83	19	79.17
2009	0	0	4	16.67	20	83.33
2008	2	8.33	8	33.33	14	58.33
2007	1	4.17	4	16.67	19	79.17
<b>1<sup>ST</sup> GRADE</b>						
	INTENSIVE "1"		STRATEGIC "2"		BENCHMARK "3"	
	#	%	#	%	#	%
2011	1	3.6	5	17.9	22	78.6
2010	4	14.29	3	10.71	21	75
2009	5	17.24	2	6.9	22	75.86
2008	0	0	5	17.86	23	82.14
2007	1	3.57	6	21.43	21	75
<b>2<sup>ND</sup> GRADE</b>						
	INTENSIVE "1"		STRATEGIC "2"		BENCHMARK "3"	
	#	%	#	%	#	%
2011	2	6.9	4	13.8	23	79.3
2010	4	14.81	1	3.7	22	81.48
2009	1	3.45	2	6.9	26	89.66
2008	1	3.85	6	23.08	19	73.08
2007	5	17.86	7	25	16	57.14
<b>3<sup>RD</sup> GRADE</b>						
	INTENSIVE "1"		STRATEGIC "2"		BENCHMARK "3"	
	#	%	#	%	#	%
2011	3	10.3	1	3.4	25	86.2
2010	1	3.57	2	7.14	25	89.29
2009	1	3.57	4	14.29	23	82.14
2008	3	11.54	6	23.08	17	65.38
2007	3	10.71	5	17.86	20	71.43

April 5, 2012

FALCON RIDGE PUBLIC CHARTER SCHOOL

ISAT COMPARISON CHART [2006-2011]

GRADE 3		READING					MATHEMATICS					LANGUAGE USAGE					SCIENCE							
YEAR	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.
2006			<5	29.4	38.2	29.4			<5	<5	35.3	58.8			5.9	11.8	47.1	35.3						
2007	203	28	7.1	10.7	46.4	35.7	208	28	0	10.7	28.6	60.7	204	28	10.7	14.3	42.9	32.1						
2008	201	28	14.3	14.3	35.7	35.7	209	28	0	7.1	25	67.9	200	28	14.3	14.3	42.9	28.6						
2009	206	29	3.4	6.9	51.7	37.9	206	29	0	10.3	27.6	62.1	206	29	3.4	17.2	31.0	48.3						
2010	206	29	3.4	6.9	51.7	37.9	207	29	10.3	6.9	20.7	62.1	202	29	13.8	10.3	31.0	44.8						
<b>2011</b>		<b>28</b>	<b>7.1</b>	<b>0</b>	<b>39.3</b>	<b>53.6</b>		<b>28</b>	<b>0</b>	<b>7.1</b>	<b>35.7</b>	<b>57.1</b>		<b>28</b>	<b>3.5</b>	<b>14.3</b>	<b>39.3</b>	<b>42.9</b>						
					<b>92.9%</b>						<b>92.9%</b>						<b>82.2%</b>							
GRADE 4		READING					MATHEMATICS					LANGUAGE USAGE					SCIENCE							
YEAR	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.
2006		31	<5	29	29	38.7		31	<5	12.9	41.9	45.2		31	16.1	12.9	32.3	38.7						
2007	206	33	9.1	9.1	54.5	27.3	216	33	0	6.1	48.5	45.5	210	33	6.1	18.2	45.5	30.3						
2008	207	32	6.3	15.6	46.9	31.3	217	32	6.3	3.1	34.4	56.3	212	32	9.4	15.6	25	50						
2009	211	33	6.1	3.0	51.5	39.4	219	33	0	0	36.4	63.6	216	33	0	12.1	33.3	54.5						
2010	210	33	6.1	6.1	54.5	33.3	215	33	0	3.0	45.5	51.5	216	33	6.1	12.1	33.3	48.5						
<b>2011</b>		<b>33</b>	<b>12.2</b>	<b>6.0</b>	<b>36.3</b>	<b>45.5</b>		<b>33</b>	<b>0</b>	<b>6.1</b>	<b>33.3</b>	<b>60.6</b>		<b>33</b>	<b>6.0</b>	<b>3.0</b>	<b>45.5</b>	<b>45.5</b>						
					<b>81.8%</b>						<b>93.9%</b>						<b>91.0%</b>							
GRADE 5		READING					MATHEMATICS					LANGUAGE USAGE					SCIENCE							
YEAR	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.
2006		<del>30</del>	6.7	6.7	33.3	53.3		30	<5	6.7	26.7	66.7		30	<5	10	43.3	43.3						
2007	210	<del>32</del>	15.6	12.5	46.9	25	219	32	9.4	31.3	18.8	40.6	211	32	21.9	18.8	40.6	18.8	204	32	15.6	40.6	34.4	9.4
2008	213	32	6.3	15.6	43.8	34.4	223	32	6.3	15.6	25	53.1	216	32	18.8	18.8	37.5	25	209	32	3.1	37.5	31.3	28.1
2009	212	33	12.1	9.1	51.5	27.3	219	33	0	18.2	51.5	30.3	216	33	9.1	9.1	60.6	21.2	207	33	12.1	33.3	39.4	15.2
2010	218	33	0	12.1	36.4	51.5	229	33	3.0	3.0	27.3	66.7	221	33	3.0	12.1	36.4	48.5	209	33	3.0	36.4	45.5	15.2
<b>2011</b>		<b>30</b>	<b>3.3</b>	<b>3.3</b>	<b>36.7</b>	<b>56.7</b>		<b>30</b>	<b>0</b>	<b>3.3</b>	<b>43.4</b>	<b>53.3</b>		<b>30</b>	<b>6.7</b>	<b>3.3</b>	<b>40.0</b>	<b>50.0</b>		<b>30</b>	<b>3.3</b>	<b>33.3</b>	<b>46.7</b>	<b>16.7</b>
					<b>93.4%</b>						<b>96.7%</b>						<b>90.0%</b>							<b>63.4%</b>
GRADE 6		READING					MATHEMATICS					LANGUAGE USAGE					SCIENCE							
YEAR	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.
2006		32	6.3	12.5	59.4	21.9		32	<5	<5	40.6	56.3		32	9.4	12.5	53.1	25						
2007	218	33	6.1	6.1	57.6	30.3	232	33	0	9.1	30.3	60.6	220	33	12.1	9.1	54.5	24.2						
2008	217	32	15.6	6.3	50	28.1	233	32	0	9.4	34.4	56.3	221	32	12.5	15.6	34.4	37.5						
2009	218	32	3.1	9.4	43.8	43.8	236	33	0	3.0	24.2	72.7	222	33	6.1	18.2	36.4	39.4						
2010	219	33	6.1	0.0	60.6	33.3	233	33	0.0	3.0	45.5	51.5	223	33	6.1	12.1	51.5	33.3						
<b>2011</b>		<b>32</b>	<b>0</b>	<b>0</b>	<b>53.1</b>	<b>46.9</b>		<b>32</b>	<b>0</b>	<b>0</b>	<b>25.0</b>	<b>75.0</b>		<b>32</b>	<b>0</b>	<b>9.4</b>	<b>37.5</b>	<b>53.1</b>						
					<b>100.0%</b>						<b>100.0%</b>						<b>91.6%</b>							

April 5, 2012

GRADE 7																									
READING							MATHEMATICS					LANGUAGE USAGE					SCIENCE								
YEAR	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	
2006		34	<5	<5	47.1	47.1		34	<5	14.7	47.1	38.2		34	<5	11.8	47.1	38.2							
2007	219	33	9.1	18.2	51.5	21.2	231	33	3	24.2	36.4	36.4	218	33	18.2	39.4	27.3	15.2	207	33	48.5	18.2	24.2	9.1	
2008	222	32	3.1	9.4	56.3	31.3	232	31	3.2	9.7	54.8	32.3	224	32	6.3	12.5	56.3	25	211	32	21.9	37.5	18.8	21.9	
2009	222	29	3.4	17.2	37.9	41.4	232	29	6.9	20.7	27.6	44.8	226	29	10.3	17.2	44.8	27.6	208	29	37.9	27.6	27.6	6.9	
2010	228	24	0	4.2	45.8	50.0	237	24	0	4.2	50.0	45.8	228	24	4.2	16.7	45.8	33.3	213	24	20.8	25.0	29.2	25.0	
<b>2011</b>		<b>33</b>	<b>3.0</b>	<b>3.0</b>	<b>30.4</b>	<b>63.6</b>		<b>33</b>	<b>0</b>	<b>6.1</b>	<b>39.4</b>	<b>54.5</b>		<b>33</b>	<b>3.0</b>	<b>12.1</b>	<b>39.4</b>	<b>45.5</b>		<b>33</b>	<b>24.2</b>	<b>24.2</b>	<b>21.3</b>	<b>30.3</b>	
					<b>94.0%</b>						<b>93.9%</b>						<b>84.9%</b>						<b>51.6%</b>		
GRADE 8																									
READING							MATHEMATICS					LANGUAGE USAGE					SCIENCE								
YEAR	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	
2006		29	10.3	10.3	48.3	31.0		29	<5	20.7	51.7	24.1		29	6.9	27.6	48.3	17.2							
2007	229	29	0	3.4	48.3	48.3	240	29	0	17.2	41.4	41.4	225	29	6.9	31	48.3	13.8							
2008	228	31	0	9.7	45.2	45.2	241	31	3.2	9.7	54.8	32.3	228	31	9.7	22.6	45.2	22.6							
2009	231	27	0	7.4	33.3	59.3	239	27	3.7	18.5	37	40.7	226	27	11.1	11.1	74.1	3.7							
2010	229	25	0.0	12.0	44.0	44.0	239	25	8.0	20.0	36.0	36.0	228	25	4.0	20.0	60.0	16.0							
<b>2011</b>		<b>23</b>	<b>4.3</b>	<b>13.0</b>	<b>30.4</b>	<b>52.3</b>		<b>23</b>	<b>4.3</b>	<b>13.0</b>	<b>34.9</b>	<b>47.8</b>		<b>23</b>	<b>4.3</b>	<b>17.4</b>	<b>47.8</b>	<b>30.5</b>							
					<b>82.7%</b>						<b>82.7%</b>						<b>78.3%</b>								

Falcon Ridge Public Charter School February 22, 2012	Proposed (Board Approved Budget for Fiscal Year)	Actual (Through Most Recent Month End)	Projected (Anticipated Year-End Numbers)	Percentage Used (Actual / Proposed)	Notes
<b>REVENUE</b>					
Salary Apportionment	\$666,593.08	\$666,593.08	\$666,593.08	100.00%	30 Employees - 14 Certified, 16 Classified
Benefit Apportionment	\$120,138.82		\$120,138.82	0.00%	30 Employees - 14 Full Time, 16 Part Time
Entitlement	\$274,764.00	\$274,274.92	\$274,764.00	99.82%	Budget is based on 14 Units - 260 Students - Current Enrollment is 266 Students - ADA 96.7%
State Transportation	\$105,000.00	\$0.00	\$110,000.00	0.00%	We currently run 4 Bus Routes
Lottery		\$4,116.50	\$8,000.00	#DIV/0!	Technology Money from State
Other State Funds (Specify)	\$4,500.00	\$280.50	\$4,500.00	6.23%	\$1500 IRI Support, \$3000 ISAT Remediation
Special Ed - Regular	\$60,000.00	\$3,000.00	\$60,000.00	5.00%	\$47,799 Expires 2012, \$45,748 Expires 2012
Special Ed - ARRA				#DIV/0!	
Title I				#DIV/0!	
Federal Title I Funds : ARRA				#DIV/0!	
Medicaid Reimbursement	\$5,000.00	\$5,884.36	\$7,500.00	117.69%	
Title IIA				#DIV/0!	
Local Revenue (Specify)				#DIV/0!	
Federal Startup Grant		\$2,975.54	\$2,975.54	#DIV/0!	Prior year Medicaid Funds Recouped
Other Grants (Specify)	\$28,587.67		\$28,587.67	0.00%	Jobs Bill
Fundraising	\$5,565.73	\$5,565.73	\$5,565.73	100.00%	\$3613.00 Falcon Ridge Building Fundraiser, \$1952.73 Fuel Up to Play 60 Fund:
Interest Earned		\$1,488.19	\$2,000.00	#DIV/0!	Interest on our Bank Accounts
Other (Specify)	\$61,972.00	\$61,972.00	\$61,972.00	100.00%	State Foundation MOE from July 2011
Other (Specify)		\$4,551.96	\$4,700.00	#DIV/0!	Donations
<b>TOTAL REVENUE</b>	<b>\$1,332,121.30</b>	<b>\$1,030,702.78</b>	<b>\$1,357,296.84</b>	<b>77.37%</b>	
<b>EXPENDITURES</b>					
<b>100 Salaries</b>					
Teachers	\$487,625.00	\$225,105.62	\$487,625.00	46.16%	
Special Education	\$30,000.00	\$17,258.37	\$30,000.00	57.53%	
Instructional Aides	\$43,587.50	\$24,537.34	\$43,587.50	56.29%	
Classified/Office	\$50,100.00	\$27,918.40	\$50,100.00	55.73%	
Administration	\$62,000.00	\$36,166.70	\$62,000.00	58.33%	
Maintenance	\$4,000.00	\$2,000.00	\$4,000.00	50.00%	
Other (Specify)	\$28,587.67	\$13,348.56	\$28,587.67	46.69%	Jobs Bill - Supplement Certified and Classified Salaries
Other (Specify)				#DIV/0!	
<b>Total Salaries</b>	<b>\$705,900.17</b>	<b>\$346,334.99</b>	<b>\$705,900.17</b>	<b>49.06%</b>	
<b>200 Employee Benefits</b>					
PERSI/FICA/Benefits	\$125,106.36	\$69,541.15	\$125,106.36	55.59%	
Other (Specify)	\$49,664.87	\$27,600.37	\$49,664.87	55.57%	
<b>Total Benefits</b>	<b>\$174,771.23</b>	<b>\$97,141.52</b>	<b>\$174,771.23</b>	<b>55.58%</b>	
<b>300 Purchased Services</b>					
Management Services	\$8,570.00	\$5,515.55	\$8,570.00	64.36%	
Staff Dev/Title IIA	\$2,000.00	\$0.00	\$0.00	0.00%	
Legal Pub/Advertising				#DIV/0!	
Legal Services	\$2,000.00	\$301.81	\$500.00	15.09%	
Special Education	\$41,000.00	\$20,036.50	\$35,000.00	48.87%	Medicaid Fund, SPED Purchased Services
Liability & Property Ins	\$7,565.00	\$7,565.00	\$7,565.00	100.00%	
Substitute Teachers				#DIV/0!	
Board Expenses	\$6,850.00	\$6,298.46		91.95%	
Computer Services	\$2,200.00	\$1,647.17	\$2,000.00	74.87%	
Transportation	\$154,000.00	\$58,031.64	\$150,000.00	37.68%	
Travel				#DIV/0!	
Other (Specify)	\$1,315.00	\$1,000.00	\$2,000.00	76.05%	Medicaid Match Funds, Awards
Other (Specify)	\$7,000.00	\$2,361.00	\$6,500.00	33.73%	Workers Comp Insurance
<b>Total Services</b>	<b>\$232,500.00</b>	<b>\$102,757.13</b>	<b>\$212,135.00</b>	<b>44.20%</b>	
<b>Facilities</b>					
Building Lease				#DIV/0!	
Land Lease				#DIV/0!	
Modular Lease	\$65,000.00	\$63,498.60	\$63,498.60	97.69%	
Utilities, Phones, Lndscp	\$20,700.00	\$12,157.49	\$20,700.00	0.00%	

Site Preparation				#DIV/0!	
Other (Specify)	\$750.00	\$1,390.59	\$1,500.00	219.62%	Maintenance - Building Repairs
Other (Specify)				#DIV/0!	
<b>Total Facilities</b>	<b>\$86,450.00</b>	<b>\$77,046.68</b>	<b>\$85,698.60</b>	<b>89.12%</b>	
<b>400 Supplies and Maintenance</b>					
Textbooks	\$1,000.00	\$1,282.43	\$1,300.00	128.24%	
School Supplies	\$5,500.00	\$6,121.43	\$6,500.00	111.30%	
Power School				#DIV/0!	
Custodial Supplies	\$3,000.00	\$1,634.65	\$3,000.00	54.49%	
Other (Specify)	\$25,000.00	\$3,317.71	\$7,000.00	13.27%	Irrigation Project
Other (Specify)				#DIV/0!	
<b>Total Supplies</b>	<b>\$34,500.00</b>	<b>\$12,356.22</b>	<b>\$17,800.00</b>	<b>35.82%</b>	
<b>500 Capital Objects</b>					
Furniture				#DIV/0!	
Technical AV Equipment	\$200.00	\$718.32	\$718.32	359.16%	
Other (Specify)	\$3,613.08	\$3,613.08	\$3,613.08	100.00%	Building Fundraiser Expenses
Other (Specify)	\$25,000.00	\$25,000.00	\$25,000.00	100.00%	Falcon Ridge Building Fund
Other (Specify)				#DIV/0!	
Other (Specify)				#DIV/0!	
<b>Total Capital Objects</b>	<b>\$28,813.08</b>	<b>\$29,331.40</b>	<b>\$29,331.40</b>	<b>101.80%</b>	
<b>Debt Service</b>					
Specify				#DIV/0!	
Specify				#DIV/0!	
Specify				#DIV/0!	
<b>Total Debt Service</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>#DIV/0!</b>	
<b>Grant Purchases</b>					
Specify	\$1,952.73	\$0.00	\$1,952.73	0.00%	Fuel Up to Play 60 Funds
Specify				#DIV/0!	
Specify				#DIV/0!	
Specify				#DIV/0!	
Specify				#DIV/0!	
<b>Total Grant Purchases</b>	<b>\$1,952.73</b>	<b>\$0.00</b>	<b>\$1,952.73</b>	<b>0.00%</b>	
Reserve Fund		\$0.00		#DIV/0!	
Building Fund		\$0.00		#DIV/0!	
<b>Total Expenses</b>	<b>\$1,264,887.21</b>	<b>\$664,967.94</b>	<b>\$1,227,589.13</b>	<b>52.57%</b>	
Carryover from Previous FY	\$409,027.65	\$58,125.00	\$58,125.00	14.21%	Building Fund \$250,902.65, Operating Reserve \$100,000.00, Contingency Reserve \$58,125.00
<b>Reserve/(Deficit)</b>	<b>\$476,261.74</b>	<b>\$423,859.84</b>	<b>\$187,832.71</b>	<b>89.00%</b>	

Falcon Ridge Public Charter School February 22, 2012	Proposed Budget	Notes
<b>REVENUE</b>		
Local Revenue		
<b>State Revenue</b>		
Entitlement	\$288,502.20	14.7 Units - 270 Students
<b>Wages</b>	\$697,318.96	
Administration		
Teachers		
Classified		
Medicaid	\$6,000.00	
Benefit	\$118,627.97	
Transportation	\$110,000.00	
<b>Federal Revenue</b>		
Title I		
Special Ed	\$60,000.00	
Title II		
Startup Grant		
Other Sources (Specify)	\$4,500.00	IRI Expense, ISAT Remediation
Other Sources (Specify)		
Other Sources (Specify)		
<b>Total Revenue before holdback</b>	<b>\$1,284,949.13</b>	
<b>PROPOSED HOLDBACK</b>		
		Holdbacks should be estimated at a minimum of 5% - 5.5% for FY 2011.
Teacher Salaries		
Classified Salaries		
Admin Salaries		
Benefits		
Entitlement		
Transportation		
<b>Total Holdback</b>	<b>\$0.00</b>	
<b>Total Revenue after holdback</b>	<b>\$1,284,949.13</b>	
<b>EXPENDITURES</b>		
<b>100 Salaries</b>		
Teachers	\$474,179.75	
Admin	\$62,000.00	
Classified	\$57,678.00	EA's and Substitute Teachers
Special education	\$34,141.49	1 Special Ed Teacher
Other (Specify)	\$50,100.00	Office Staff
Other (Specify)	\$4,000.00	Maintenance
<b>Total Salaries</b>	<b>\$682,099.24</b>	
<b>200 Benefits</b>		
Benefit Dollars		
PERSI/Payroll taxes	\$101,706.92	
Other (Specify)	\$55,728.99	Health Insurance, Retirement Sick Leave
<b>Total Benefits</b>	<b>\$157,435.91</b>	
<b>300 Purchased Services</b>		
Transportation	\$154,000.00	
Special Education	\$35,000.00	
Proctor costs		
Legal	\$2,000.00	
Insurance	\$7,565.00	
Copier Lease	\$1,500.00	
Printer Lease		
Facility Lease	\$65,000.00	
Utilities	\$21,000.00	
Professional Development	\$9,200.00	
Technology	\$2,200.00	
Management Services	\$8,750.00	
Legal Publications/Advertising	\$1,550.00	

<b>Substitute Teachers</b>		
Board Expenses	\$5,250.00	
Other (Specify)	\$7,000.00	Workers Comp Insurance
Other (Specify)		
<b>Total Purchased Services</b>	<b>\$320,015.00</b>	
<b>Supplies &amp; Materials</b>		
Teacher/Classroom	\$2,400.00	
Office	\$3,750.00	
Janitorial	\$3,000.00	
Textbooks	\$1,000.00	
Other (Specify)		
Other (Specify)	\$25,950.00	Irrigation Project, Grounds Maintenance
<b>Total Supplies &amp; Materials</b>	<b>\$36,100.00</b>	
<b>Grant Expenditures</b>		
Specify		
Specify		
Specify		
<b>Total Grant Expenditures</b>	<b>\$0.00</b>	
<b>Capital Outlay</b>		
<b>Total Capital Outlay</b>	<b>\$0.00</b>	
<b>Debt Retirement</b>		
<b>Total Debt Retirement</b>	<b>\$0.00</b>	
<b>Insurance &amp; Judgements</b>		
<b>Total Insurance &amp; Judgements</b>	<b>\$0.00</b>	
<b>Transfers</b>		
<b>Total Transfers</b>		
<b>Contingency Reserve</b>	<b>\$40,034.87</b>	
<b>Building Fund</b>	<b>\$25,000.00</b>	
<b>Total Expenditures</b>	<b>\$1,260,685.02</b>	
Carryover from Previous FY	\$187,832.71	Reflects projected reserve/(deficit) from "current year" worksheet
<b>Reserve/(Deficit)</b>	<b>\$212,096.82</b>	



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## Parent Satisfaction Survey

### School Year 2010/11

with 2008-09 & 2009-2010 comparisons

## Parent Survey Facts

- 2008/2009.....45 respondents
- 2009/2010.....102 respondents
- 2010/2011.....125 respondents

90% know the Falcon Ridge Mission

Previous Schooling Experience  
 75% from public, 5% public charter,  
 5% private, 13% home school, 2% other

